DOCUMENT RESUME

ED 460 669 HE 034 602

TITLE	Presentation of Institutional Results Reports, 2001.
INSTITUTION	Illinois State Board of Higher Education, Springfield.
PUB DATE	2001-08-00
NOTE	172p.; The third part of document, "Illinois Student Assistance Commission, Illinois Mathematics and Science Academy" is not available from ERIC.
AVAILABLE FROM	Illinois Board of Higher Education, 431 East Adams, 2nd Floor, Springfield, IL 62701-1418. Tel: 217-782-2551; Fax: 217-782-8548; e-mail: info@ibhe.org; Web site: http://www.ibne.state.il.us.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Achievement; Annual Reports; Educational Administration; Educational Finance; Educational Objectives; *Educational Practices; Higher Education; *Outcomes of Education; *Public Colleges
IDENTIFIERS	*Illinois; Reform Efforts

ABSTRACT

"The Illinois Commitment: Partnerships, Opportunities, and Excellence" requires an annual submission of a Results Report from higher education institutions and agencies to provide evidence of progress toward the six statewide goals: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. Also in the Results Report, the institutions and agencies submit examples of "best practice" initiatives and accomplishments. This document contains executive summaries and examples of each institution's "best practices" as they progress toward the goals of "The Illinois Commitment." The institutions describe an academic best practice and a best practice example in the financial or administrative areas. Executive summaries and descriptions of an institutional "best practice" from the following Illinois public universities are included: (1) Chicago State University; (2) Eastern Illinois University; (3) Governors State University; (4) Illinois State University; (5) Northeastern Illinois University; (6) Northern Illinois University; (7) Southern Illinois University; (8) University of Illinois at Chicago; (9) University of Illinois at Springfield; (10) University of Illinois at Urbana-Champaign; and (11) Western Illinois University. Executive summaries and descriptions of institutional best practices from the following Illinois independent institutions and not-for-profit colleges and universities are included: (1) Chicago School of Professional Psychology; (2) Concordia University; (3) the Cooking and Hospitality Institute of Chicago; (4) DePaul University; (5) DeVry Institute of Technology, Chicago Campus; (6) DeVry Institute of Technology, DuPage Campus; (7) Dominican University; (8) Elmhurst College; (9) Eureka College; (10) Harrington Institute of Interior Design; (11) Illinois Institute of Art; (12) Keller Graduate School of Management; (13) Lakeview College of Nursing; (14) Lewis University; (15) Loyola University Chicago; (16) MacMurray College; (17) Kendree College; (18) Millikin University; (19) Midstate College; (20) Monmouth College; (21) National-Louis University; (22) North Central College; (23) Northwestern Business College; (24) Quincy University; (25) Rockford Business College; (26) Roosevelt University; (27) Saint Francis

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Medical Center College of Nursing; (28) Saint Xavier University; (29) Trinity Christian College; (30) University of Saint Francis; and (31) Wheaton College. Finally, an executive summary and description of institutional "best practices from the Illinois Student Assistance Commission, Illinois Mathematics and Science Academy are given. Taken together, these reports show the substantial efforts the state's institutions of higher education are making toward the goals of the state's improvement plan. (SLD)

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ED 460 669

Presentation of Institutional Results Reports, 2001

State of Illinois
Board of Higher Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Item #4
October 2, 2001

PRESENTATION OF INSTITUTIONAL RESULTS REPORTS

Submitted for: Information.

Summary: *The Illinois Commitment* requires an annual submission of a Results Report from higher education institutions and agencies to provide evidence of progress toward the six statewide goals: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. Also in the Results Report, the institutions and agencies submit examples of "best practice" initiatives and accomplishments. Selected institutions will highlight their best practice initiatives at the Board meeting. The Executive Summary and best practice of each institution's Results Report are included in the agenda materials.

Action Requested: None.

Item #4
October 2, 2001

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

PRESENTATION OF INSTITUTIONAL RESULTS REPORTS

The Illinois Commitment: Partnerships, Opportunities, and Excellence requires higher education institutions and agencies to annually report on their contributions to achieving the six statewide goals: economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability. The reports afford each institution and agency an opportunity to identify:

- the contributions it is currently making and intends to make in the future toward achieving the state goals;
- the specific results it has already achieved or expects to achieve in the short term; and
- the specific performance measures for which it will be held accountable in the future.

In August 2001, institutions and agencies submitted the third annual Results Reports. Each public university, the Illinois Community College Board on behalf of the community colleges, 32 independent institutions, the Illinois Student Assistance Commission, and the Illinois Mathematics and Science Academy submitted reports. A list of institutions and agencies submitting reports is attached. Copies of the executive summary and a description of an institutional "best practice" – i.e., one practice or initiative the institution or agency is doing that best illustrates its efforts in achieving *The Illinois Commitment* goals – from each report also are attached. Complete copies of the Results Reports are available in the Board of Higher Education offices.

Presentations will be made at the Board meeting by institutions that have been selected by staff as having identified exemplary "best practices." At the Board of Higher Education's December meeting, the staff will present a statewide analysis of the third annual Results Reports, describing the progress made across the higher education system in achieving *The Illinois Commitment* goals, as well as those actions and measures that need to be strengthened or further developed in the next year.

INSTITUTIONS AND AGENCIES THAT SUBMITTED 2001 RESULTS REPORTS

Public Universities:

Chicago State University
Eastern Illinois University
Governors State University
Illinois State University
Northeastern Illinois University
Northern Illinois University
Southern Illinois University
University of Illinois
Western Illinois University

Illinois Community Colleges
Illinois Student Assistance Commission
Illinois Mathematics and Science Academy

Independent Institutions (Not-for-Profit Colleges and Universities):

Chicago School of Professional Psychology
Concordia University
Cooking and Hospitality Institute of Chicago
DePaul University
DeVry Institute of Technology, Chicago
DeVry Institute of Technology, DuPage
Dominican University
Elmhurst College
Eureka College
Harrington Institution of Interior Design
Illinois Institute of Art
Keller Graduate School of Management
Lakeview College of Nursing
Lewis University
Loyola University
MacMurray College
McKendree College
Midstate College
Millikin University
Monmouth College
National-Louis University
North Central College
Northwestern Business College
Quincy University
Robert Morris College
Rockford Business College
Roosevelt University
Saint Francis Medical Center College of Nursing
Saint Xavier University
Trinity Christian College
University of Saint Francis
Wheaton College

PUBLIC UNIVERSITIES

Chicago State University
2000-2001 Results Report
Executive Summary

During 2000-2001, Chicago State University (CSU) continued to make progress toward the strategic goals it set for itself during the previous year, as outlined in the strategic plan, *Building on Tradition: Repositioning the University for Excellence in the New Century*. This Results Report highlights progress made toward the University's goals, and demonstrates how those goals are consistent with goals of the Illinois Commitment.

To contribute to Illinois Commitment Goal 1, the University enhanced the computer science curriculum to meet high demand in the information technology field, engaged in many partnerships to encourage economic development, and raised scholarship money and internship opportunities for students.

With a new state allocation of $130,000 for field-based teacher preparation programs, the University was able to support 62 students to contribute to Goal 2, improving teaching and learning at all levels. Additional school-university partnerships were supported by grant funds, with emphasis on the high need areas of special education and secondary mathematics and science.

Chicago State University already contributes greatly to Goal 3 by maintaining a tuition rate that is among the lowest in the state. In 2001, CSU made itself even more affordable by contracting with Tuition Management Systems®, thus, providing a means by which students can pay tuition over several months. As highlighted in the "best practice" section, this partnership will result in many benefits, most importantly helping students to plan and manage their educational costs.

As highlighted in the "best practice" section, CSU has begun to assess recruitment activities, thus, more effectively contributing to Goal 4. Steps to improve student retention were also completed in the past year. These include an improved advising system and a mandatory new student orientation and seminar. A major student satisfaction survey completed during the year will be used to shape other initiatives to improve student retention.

The most important of CSU's achievements are those that contribute to Goal 5, quality of academic programs. New state allocations of $337,000 in FY01 helped programs in psychology, social work, music, and art make considerable progress toward accreditation. The College of Business also made progress toward accreditation. The library's resources were greatly improved with $630,000 in new state funds.

Finally, to meet Goal 6, the University continued to refine the integration of assessment, planning, and budgeting. Reallocations resulting from this planning and budgeting process, along with improving fund-raising capabilities, will help CSU to continue to meet its own and the state's goals.

The appendix to the results report contains summaries of three program reviews: computer science, chemistry, and physics.

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Best Practice

Division of Academic Affairs
Assessment in Enrollment Management

During the 2000-2001 academic year, Chicago State University hired the Noel-Levitz Consulting Group to assist in the development and implementation of a university-wide enrollment management program. Through a series of monthly workshops and action assignments, goals and strategies were established to market the University, enhance recruitment, and increase retention rates. Although the University has been engaged in assessment as a "best practice" to improve student learning, it had not applied that same best practice to the area of enrollment management. Using technology to its fullest potential, such assessment will now be a routine part of recruitment activities.

Assessment for undergraduate admissions is founded on the classic model of the enrollment funnel. The widest part of the funnel contains everyone who has ever made an inquiry about the University, with the funnel narrowing as the number of inquiries reduces to applications, applications reduce to acceptances, and acceptances reduce to enrollments. A goal to increase enrollment is meaningless without a corresponding goal to increase the number of inquiries.

Thus, an important first step was to coordinate all pre-college recruitment activities that occur through numerous University departments (e.g., science fairs, workshops, special events, etc.) so that any contact with a prospective student would result in the collection and input of that student's data into the enrollment funnel.

Using the University's administrative computing system, the Office of Admissions implemented an automated system for sending letters to students at various stages of the enrollment funnel. It enables the Office of Admissions to generate a series of letters from various University offices (financial aid, academic units, student affairs) over time. It starts with initial inquiry information to high school freshmen or younger so that potential students could be contacted as many as 15 times by the University prior to enrollment. Research by Noel-Levitz indicates that the more frequent and meaningful the contact, the more likely a student will apply and enroll. This "communication plan" includes an automated e-mail response system for inquiries coming in from the internet.

With the systematic collection of data on prospective students, for the first time the Office of Admissions has a way to project and set targets for specific populations. Prospective student and enrollment data are organized so that data can be easily retrieved, categorized, and compared over specific periods of time. The thorough collection and management of data will, thus, allow the Office of Admissions to assess which recruitment activities result in the largest number of enrollments. Recruitment activities can then be designed accordingly. The same assessment protocol used for undergraduate admissions has been applied as well to graduate admissions and targeted admissions audiences such as international students and off-campus programs.

Assessment of student satisfaction with enrollment services indicated a need to improve the registration process. Chicago State University is using technology to improve the registration process. In spring 2001, all majors in accounting and early childhood education (80 undergraduates) piloted a process to register for courses through the web. All students successfully registered in one-third the time it previously took to complete arena registration. Additionally, over 300 graduate students successfully registered through telephone call-in. In fall 2001, web registration will be expanded to include majors in marketing, chemistry, geography, economics, health information administration, occupational therapy, and all teacher preparation programs. Assessment of web and call-in registration will be done to document achievements and to acquire feedback to continually improve the processes.

Best Practice

Division of Financial Affairs
Helping Students to Manage Tuition Payments

The Division of Financial Affairs contracted with Tuition Management Systems® in summer 2001 to help students and their families better plan and manage their financial obligations to the University. To the degree that the University can help students manage educational expenses, students will be more likely to complete their degrees. The new management system also results in efficiencies that allow the University to reallocate savings to other needs. This summary describes the expected benefits of the system to students and to the University. Actual results will be compared to expected results and reported in the FY02 Results Report.

Benefits to Students

Flexible payment options: Students may elect to enroll in an interest-free monthly payment option. Another payment option allows students to vary monthly payment amounts or to skip payments, according to the financial situation of students and their families. Students can also choose to have payments automatically deducted from checking accounts to assure against late payments.

Online access to student account history: With easy on-line access to account information, students can monitor their payments and thus avoid registration delays caused by late payments.

Improved Communication and Customer Service: Students will be made aware of the flexible payment options through direct mail, admission letter inserts, financial aid award letter inserts, University catalogs, posters, student orientation, and website links. Once enrolled in a payment plan, customer service is provided by Tuition Management Systems® through its website and through its #1 rated telephone service.

Benefits to the University

Improved recruitment and retention of students: CSU already has a low tuition rate. The option to spread tuition payments over several months makes CSU even more affordable, attracting students who might otherwise think they cannot manage the costs of education. Materials explaining the flexible payment options will be incorporated with other recruitment strategies. Retention will be improved through Tuition Management Systems'® method of risk reporting. Surveys included with each monthly bill help to identify students who are at risk of leaving. With such information, CSU can take action to help keep these students in school. Tuition Management Systems® has a record of saving 22% of students identified through its risk reporting.

Improved cash flow: Predictable monthly payments and effective delinquent payment follow-up help ensure uninterrupted campus cash flow.

Increased staff productivity: Since the Tuition Management System® takes over all administrative tasks for students who enroll, the workload for CSU staff is reduced, allowing them to redirect their energies to improve service in other areas of the business office.

The effectiveness of the partnership with Tuition Management Systems® will be measured by:

- The number of students choosing new payment options.
- A decrease in the number of students dropped for non-payment.
- A decrease in the number of students who withdraw for financial reasons.
- A decrease in the number of late payments.
- An increase in student satisfaction with CSU business operations.

EIU's FY01 Results Report: Executive Summary

1. FY01 Priorities

At Eastern, our priorities are most visible in our allocations of new funds. In FY01, we demonstrated our commitment to improve salaries by augmenting the salary base by nearly $3.3 million. Academic base support funds exceeding $560,000 allowed the academic area to increase operating budgets by 15%, to upgrade graduate assistantships in high demand disciplines, to enhance international programming, and to increase support for the Office of Minority Affairs. We devoted $500,000 to the Technology-Enhanced and -Delivered Education (TEDE) initiative, work that resulted in the development of a new Center for Academic Technology Support and in the funding of more than 65 faculty projects to use technology to enhance on-campus curricula and to develop web-based courses and programs accessible off-campus. We also expended more than $1.2 million on sick leave/accrued leave payouts, an obligation that will continue in FY02. Finally, we directed more than $340,000 to projects aimed at reducing deferred maintenance and upgrading our technology infrastructure.

Our success continues to be evident in our students' performance. Average ACT scores at EIU are 22.2, a full point above the state average. At 81% and 68% respectively, our freshman-to-sophomore retention rate and six-year graduation rate are also well above state averages. New to report is EIU's Title II *Report Card* (teacher certification) overall pass rate of 97%. Based in part on such successes, 97% of nine-year-out alumni express positive regard for Eastern Illinois University.

2. FY02/03 University Priorities

In FY02 and FY03, EIU's largest new expenditure will once again support faculty and staff salary improvement, in keeping with the state's 3+2+1 plan. We will continue to enlarge students' access to high quality academic programming and their opportunities to be successful outside of the classroom by investing in the application of technology to teaching and learning, by supporting the assessment and improvement of student learning, and by undertaking activities designed to improve further Eastern's high retention and graduation rates. We will implement enrollment management initiatives so that enrollments, which have been declining since 1997, will begin to grow again. As additional components of our Campus Master Plan are realized, students matriculating to Eastern will be members of our "construction class," witnesses to the University's revitalization through projects such as the renovation of Booth Library, the expansion of the Fine Arts Building, and the completion of dozens of smaller projects comprised by our overall plan to reduce deferred maintenance. Conducting a national search for a new president will also occupy our campus's attention in FY02.

3. Plan of This Report:

Eastern's FY01 Results Report is organized by the goals of *The Illinois Commitment*. Under each goal, we have included summaries of the University's achievements and performance expectations, highlighting data documenting our accountability. The Report culminates in descriptions of Eastern's best practices, Energy Conservation and the Technology-Enhanced and -Delivered Education Initiative. Supporting materials are included in appendices.

Financial Best Practice: Energy Conservation

I. Performance Contracting

Energy Services Company (ESCO) Phase I: In 1994, Governor Jim Edgar initiated a pilot program dealing with energy conservation and performance contracting. The concept of "guaranteed savings energy performance contracting" allowed a project to be financed and installed at a facility, with the debt paid back over ten years from the savings in utility costs. Eastern Illinois University, already aggressively conserving energy, was selected to be included as the higher education facility in the first round of projects. Working with the support of the Illinois Department of Commerce and Community Affairs (DCCA), Energy Masters, Inc. was selected in early 1994 as the ESCO for the EIU project. The project which emerged included work in 14 campus buildings covering 1.7 million square feet of space. Work included upgrades to lighting, HVAC, and building automation. The construction cost for the project was $3,416,222, with guaranteed annual savings of $532,883. Construction commenced in the spring of 1995 and was completed in December of the same year. The installed Energy Conservation Measuring System included 10,525 energy efficient lighting upgrades, 697 variable air volume conversions, 39 variable speed fan drives, 1095 additional building automation points, an EMS upgrade and minimal steam and electric metering. Since project completion, monthly performance calculations have confirmed that the energy measures are providing net savings in excess of the guarantee. In recognition of the success and effectiveness of this project, the University received a State of Illinois Energy Efficient Building award for 1997 from the Illinois Department of Commerce and Community Affairs.

ESCO Phase II: Based upon the success of Phase I, an initiative to complete energy upgrades to the balance of the campus was started in the fall of 2000. Presently, Honeywell, Inc. is midway through the detailed energy audit phase of the Phase II project. Proposed scopes of work include lighting retrofits, water conservation measures, variable speed pumping and fans, flue gas economizer, chiller replacements and expansion of campus gas transport services. The project's proposed scope of work is estimated not to exceed $10.8 million, with associated annual savings of $1.2 million

II. Related Energy and Utilities Conservation Efforts

Water Conservation Initiatives

Showerhead replacement has resulted in verified annual savings of approximately $200,000. Similarly, an innovative system to supply the baseball field irrigation system with water from the campus ponds, rather than potable city water, was initiated, saving $6.59 for each 1000 gallons pumped.

FUELS MANAGEMENT INITIATIVE

With support of grants from the DCCA Office of Coal Development and Marketing, a project was undertaken to return the coal burning facilities to operation. Completion of this project has allowed the University to purchase and utilize lower cost high sulfur Illinois coal for its steam generating needs. Since February 2000, this effort has resulted in cost avoidance of over $1.4 million for the University.

Academic Best Practice:
The TEDE Initiative: Bringing Technology-Enhanced and -Delivered Education to EIU and Beyond

At the end of FY00, the words "Eastern Illinois University" barely occupied the space of a footnote on the Illinois Virtual Campus web page that referenced our *four* technology-delivered courses and our non-existent technology-delivered academic programs. By the end of FY02, however, these figures will have changed dramatically: EIU will offer at least *35* technology-delivered courses, and at least *four* technology-delivered certificate and other programs.

How could a public university accomplish so much in so little time?

Understanding that where there was no money, there was unlikely to be momentum, President Carol Surles inaugurated FY01 with a new initiative, one that came to be known by its affectionate-sounding acronym, TEDE, Technology-Enhanced and –Delivered Education. President Surles charged the academic area to take seriously *The Illinois Commitment* Goal to offer superior yet *accessible* undergraduate and graduate education, demonstrating her own commitment by investing $500,000 in the TEDE initiative.

Other ingredients key to TEDE's success may be identified: EIU's upper administration very publicly supported the initiative and chose as its guiding force Dr. Robert Augustine, a well-respected dean with boundless energy. After elementary tasks such as establishing definitions, guiding principles, and broad goals were completed by a *small* committee of deans and Provost's office representatives, Dean Augustine worked with a broader university-wide group to develop procedures first for awarding TEDE grants and second for restructuring the academic technology area. Throughout the process, communication was open but focused. Participants worked hard, were willing to listen, stood firm when necessary, and saw that everything got done.

In a single year, the TEDE initiative made astounding progress. $286,184 of the original allocation funded or is funding:

- 27 faculty and staff development projects, the majority of them to provide technology training for faculty to develop on-line teaching technologies;
- 21 course enhancement projects, including the use of course simulation software, web pages, interactive courseware, multimedia software, and digital video software;
- 15 web-delivered course development projects, including ENG 1001G and1002G, PHY 1053G, Music Theory Proficiency, FCS 2250 and 5900, BUS 3500, FSC 3000 and 5301, PSY 1879G, FLG 3000, JOU 4801, 4802, 4803, MBA 5670;
- 5 on-line program development projects, including a Technology Certificate Program, the MBA program, portions of the B.S. in Computer Information Systems, the M.S. in Counseling with a Concentration in School Counseling, and a program in Special Education.

Remaining funds were invested in state-of-the-art equipment to renovate and equip the new Center for Academic Technology Support (CATS), as well as to provide technology infrastructure improvements including Ethernet hubs, Ethernet extension, and streaming media software. CATS is currently being staffed by existing Media Services professionals and led by an interim Associate VPAA. Searches for additional staff and a permanent director are underway.

More information about the TEDE initiative is available at: http://www.eiu.edu/~cats/.

GOVERNORS STATE UNIVERSITY
RESULTS REPORT
FY01
August, 2001
Executive Summary

When historians look back to events at Governors State University during the 2000-01 academic year, we believe they will conclude that the institution encountered and successfully negotiated a critical turning point. The year constituted the University's thirtieth of offering undergraduate and graduate programs of study to students in southern Cook and northern Will Counties, and sometimes well beyond that geographic region. At the same time, the year marked the first in the administration of President Stuart I. Fagan (who assumed office on April 1, 2000). A new Provost was sought and appointed, while at year's end the University's veteran Vice President for Administration announced his impending retirement. Accreditation issues surrounding one of the University's academic programs punctuated the year, and produced no small measure of public comment, criticism and, finally, some praise at the candid and comprehensive way the university dealt with the issue. At the same time, the University's programs of outreach to the youth of nearby impoverished communities received regional and national praise and a commitment of regular budgetary support from the state of Illinois.

Among the faculty and staff at Governors State, much of the year was spent in an intensive and sustained effort to understand how these and other phenomena shaped the history, the personality and the future of the University. In other words, much of the faculty and staff were engaged in developing a strategic plan to help chart the future for Governors State. That effort wove its way through nearly the entire year, from the convening and charging of a Strategic Planning Committee in September, 2000 to the adoption of its final report by the GSU Board of Trustees in June, 2001. The priorities of the new plan include a focus on (a) sustaining and enhancing the "demonstrable excellence" of our educational program offerings, (b) developing an institutional culture based on a spirit of critical inquiry, scholarship, ongoing questioning and assessment, and openness to diversity, and (c) developing even closer relationships with organizations and groups in our region so as to contribute strategically to the region's further development. The planning process did not end with the year. To the contrary, at the close of the latter President Fagan launched the second phase of the planning process by charging the University's vice presidents, deans and directors to develop local strategic plans for their units to operationalize the University-wide plan. The results of their efforts are due in November, 2001.

Strategic plans that embrace quality as a core principle -- as does that for the University, as approved by the Board -- necessarily entail focused, inward-looking self-examination and reassessment. Much that happened at Governors State during FY01 could be characterized that way. Even so, various members of the University community persisted in their efforts to focus their work on the external goals that have constituted the Illinois Commitment and that have come to constitute the Governors State Strategic Plan. We present the report that follows in a manner structured by the Illinois Commitment.

Goal I. Higher Education will help Illinois business and industry to sustain strong economic growth.

- GSU added no new degree programs during FY01, but it did complete the implementation of programs approved in prior years and began to see previously articulated enrollment targets in those met and/or exceeded. This is especially apparent in the undergraduate and graduate programs in Management Information Systems and in the graduate program in Reading. We anticipate developing during FY02 proposals for new academic programs carefully tailored to address major regional and statewide educational and economic needs.

- Governors State continued to operate CenterPoint, a Small Business Development Center providing a range of services to small businesses in the South Suburban area. In FY01, nearly 600 clients were counseled, of whom a majority were members of minority groups and a near majority were women. Forty-one loans totaling $11.9 million were provided (with both figures constituting substantial increases over last year's activity levels), and over 1700 jobs created or retained. The Center also conducted numerous training seminars throughout the region for interested entrepreneurs.
- During FY01, GSU's South Metropolitan Regional Leadership Center (SMRLC) continued to bring together regional residents and leaders, as well as GSU faculty and students, to pursue solutions to a staggering variety of regional problems and issues. Balanced economic growth, environmental protection and preservation, racial/ethnic diversity and the digital divide were some of the issues addressed in SMRLC endeavors over the course of the year.

Goal II. Higher Education will join with elementary and secondary education to improve teaching and learning at all levels.

- During FY01, GSU partnered with eight school districts in south Cook and north Will Counties to offer Illinois' first alternative teacher certification program under the enabling legislation passed by the General Assembly in 1997. The program enables individuals with significant professional experience and undergraduate degrees in fields other than education to become certified to teach in Illinois. This program was approved by ISBE in December of 1999, and enrolled its first 27 participants in April of 2000. Of those, 26 have passed their certification programs and completed the teaching internships and academic coursework involved in the endeavor. Two subsequently decided to leave teaching, four are finishing their final seminar at GSU, and twenty are fully certified teachers in schools in our partner districts. In April, 2001, we enrolled our second cohort of 21 participants in the alternative certification program (from a final pool of 115 highly-qualified applicants).
- GSU has partnered with the community of Ford Heights—one of the poorest in the country—to provide the Learning in Context Program that enables area children to pursue higher education. At the same time, through the Project HOPE (funded by a HECA grant and additional funds from other outside sources), GSU faculty and students provide tutoring, mentoring and other services to Hispanic students, encouraging them to pursue higher education. Taken together, these programs reached over 1,500 students with services and activities. The success of both is indicated by the fact that, at year's end, the Illinois Legislature accepted the recommendation of IBHE and transferred funding for both programs directly into the University's base budget.
- GSU has made significant progress in implementing the Family Development Center (FDC). Building design has been completed, contractor and subcontractor bids have been solicited and received, and recommendations have been forwarded to the Capital Development Board. We expect a groundbreaking no later than October. In addition, we operated in cooperation with Crete-Monee District 201U the GSU Charter School throughout the 2000-01 academic year. We expect a very high rate of return among eligible children, and have received sufficient expressions of interest by other parents to anticipate a school filled to capacity for the 2001-02 academic year.
- GSU faculty are directly involved in improving the quality of education in regional elementary and secondary schools through a number of grant-supported efforts. A signal example has been the Reading Clinic operated at the Hickory Elementary School (District 201-U) by faculty and students in GSU's graduate program in Reading. This venture has proven so beneficial to all concerned that, by the close of FY02, we had completed negotiations to open a second clinic in Park Forest, to serve a multiple of schools.

Goal III. No Illinois citizen will be denied an opportunity for a college education because of financial need.

- Governors State University continues to charge the lowest tuition and fees in the state. Tuition increases have been capped by a policy of the GSU Board of Trustees, established in 1996 for FY96-FY00 and renewed in 1999 for FY01-FY04, to limit increases to no more than two percent above the Consumer Price Index. As a result, GSU's tuition increases have been modest – 3.2% for a full-time undergraduate between FY00 and FY01.
- GSU has been a strong advocate of providing financial assistance for students enrolling for fewer than six credit hours per term. Under state and federal policy, these students were ineligible for financial aid under most programs because they did not meet minimum credit-hour requirements. During FY99, GSU secured private funds to provide assistance for "very part-time" students -- those registered for fewer than six credit hours per trimester -- in a demonstration project. This project continued through FY01. A preliminary analysis of this program conducted during the winter suggests that the aid it offers is indeed instrumental in assisting students to register more continuously than their unaided counterparts, and therefore to make more consistent progress toward their baccalaureate degrees.

Goal IV. Illinois will increase the number of citizens completing training and education programs.

- In the aggregate, enrollment during FY01 fell marginally (by 1.3%) from levels of the prior year. Limitations of admissions in selected programs, to ensure that they meet external standards for program accreditation or reaccreditation, were the primary cause of this. In point of fact, enrollment in selected degree programs -- notably those in management information systems and reading -- grew significantly.
- In fall 2000, 36.6% of GSU's student body were members of minority groups, compared to 34.5 % in fall 1999 and 33.3% in fall 1998. This figure includes an especially notable increase of 15% among Hispanic students from the prior year's level.
- GSU's record of success in graduating students from underrepresented groups continues. FY01 again saw the largest number of GSU graduates overall, with 1,521 degrees awarded. This is an increase of 5.8 % from FY00, when 1,438 students graduated. Of that total, 35% were awarded to minority students.

Goal V. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.

- During much of FY01, much of the university community was engaged in the development of a strategic plan for GSU, to help chart its course for the next decade. A thirty-one member Strategic Planning Committee was convened and charged in the autumn of 2000. For the next seven months, it gathered data from a variety of sources through a variety of media to inform its efforts. Over 200 members of the university community joined subcommittees or task forces to develop recommendations for action for the future. The Committee developed its final proposal in May, 2001. The President endorsed the proposal in early June, and the GSU Board of Trustees formally adopted the plan on June 15, 2001. Shortly thereafter, President Fagan directed the vice presidents to engage their academic and administrative units in developing local action plans to elaborate upon and implement the university-wide plan. Unit-level plans are due in November, 2001.
- GSU's Provost took steps to institutionalize the pursuit of quality as an institutional goal and to strengthen the student outcome assessment process by establishing a Center for Quality and Assessment at the university. This unit will (a) coordinate all external program reviews and accreditation review and reporting processes, (b) coordinate and expand the work of the University Assessment Committee, and

(c) design and conduct quality-enhancement experiments in selected programs and/or offices of the university.

Goal VI. Illinois colleges and universities will continually improve productivity, cost effectiveness and accountability.

- GSU is continually evaluating its expenditure patterns to identify areas where funds can be reallocated to higher priorities. In FY01, over $1 million was so reallocated.
- Between 1993-94 and 1999-2000, GSU rates of change in average instructional costs per credit hour have risen (when calculated in nominal dollars) by 14.4% at the upper-division undergraduate level, compared to a statewide rate of 29.4%. At the graduate/master's level, GSU's rate of increase has been 28.4%, compared to the statewide average of 22.2%. In 1999-2000, absolute per capita instructional costs per credit hour at GSU were at the statewide average for upper-division undergraduates, and well below the statewide average for master's level graduate students.
- Late in FY01, a process redesign project automating the recalculation of student financial in light of changes in students' registrations was implemented in the GSU student information system. Preliminary analyses of the effects of that project suggest a substantial decrease in the amount of processing time required per aid application, and a corresponding increase in the number of applications processed over a given interval.
- Of the three long-standing material findings of non-compliance contained in the FY98 audit, all were eliminated in the university's FY00 audit.

Appendix I
Best Practice Example (Academic)
Access to Sophisticated Science: Establishing a Regional Center for Nuclear Magnetic Resonance Spectrometry

Goal II: Illinois will increase the number of citizens completing training and education programs.

The laboratory and specialized equipment demands of the physical sciences make scientific education a daunting proposition for most institutions of higher education. Colleges and universities that cannot afford the instrumentation cannot offer their students the training and preparation for further study in the sciences and for careers in science, medicine and many of the allied health professions. So, at least, runs the orthodoxy among conventional scientific educators.

In October of 2000, Governors State University opened a Regional Center for Nuclear Magnetic Resonance Spectrometry. In essence, NMR analysis enables a scientist to identify the basic chemical structure of any substance, with resolution down to the atomic level. For universities sponsoring advanced research and graduate study in chemistry, NMR instrumentation is common. For community colleges, for four-year liberal arts institutions, and for universities not supported by large research grants or generous endowments, NMR instrumentation is exceedingly rare; for cost reasons, it is out of the question for most. The purchase of the instrument at GSU and the establishment of the Center were made possible by a $100,000 grant from the National Science Foundation, but neither the Center nor the NMR play a "common" role at the University.

The proposal to establish the Center and purchase the equipment was developed by faculty from three local educational institutions: Governors State, the University of St. Francis, and South Suburban College. The central idea behind their collaboration was to acquire the instruments necessary for sophisticated science and to deploy them so that they could be activated and used at some distance from their physical site. The NMR at the GSU Center can be used in a direct way by GSU students and faculty, but it can also be activated via the Internet at science laboratories throughout the region. Faculty at any institution participating in the Center can plan courses that incorporate the practices and procedures to be learned through the manipulation of NMR instrumentation, without having the instrumentation immediately at hand. Students can complete those courses and their constituent laboratory assignments on instruments that are activated and controlled electronically for purposes of the course and its assigned experiments. Both faculty and students can pursue their advanced research interests in the same manner.

During FY02, its first year of operation, the GSU Center was accessible to faculty and students at:

Prairie State College
South Suburban College
Kankakee Community College
Moraine Valley Community College
Joliet Junior College
Olivet Nazarene University
Trinity Christian College
Lewis University
The University of St. Francis
Governors State University.

Across these institutions, over 200 students were able to activate the instruments in person or via the Internet, and to perform the sophisticated scientific experiments facilitated by the NMR spectrometer. Graduate

students at GSU, under the direction of Professor Greg Moehring, coordinated the scheduling of instrument time and the provision of technical assistance as necessary for the long-distance users of the Center.

Collaborative and creative projects like the Regional Center for Nuclear Magnetic Resonance Spectrometry at GSU enable instructors and students alike to reach beyond the fiscal constraints and the geographic sites of the colleges and universities at which they happen to be located to approach levels of scholarship that might otherwise be thoroughly unavailable to them. The Center constitutes a cost-effective way to enhance scientific training and research throughout the region that it serves.

Appendix II
Best Practice Example (Administrative)
Connecting Students to Financial Assistance under the Taxpayer Reform Act of 1997

Goal III: No Illinois citizen will be denied an opportunity for a college education because of financial need.

The Taxpayer Relief Act of 1997 created the HOPE and Lifetime Learning income tax credit programs and the student loan interest deduction. The HOPE credit is available only to college freshmen and sophomores. The other programs are available to all students.

All three programs made tax incentives available to individuals who paid for qualified tuition and related educational expenses. Colleges and universities were required under the terms of the TRA to report to the federal government the name, address, and social security number of every student eligible to claim a credit or a deduction. Regulations promulgated under the TRA required colleges and universities to file a Form 1098T for each eligible student but did not require that the form quantify the amount of the eligible deductions.

To meet these new reporting requirements, many institutions contracted with third parties to create the tax forms and quantify the expenses eligible for offsetting by a credit or deduction. Some further contracted with their third party assistants to staff a telephone system response system to handle the large number of student and parent inquiries anticipated under the new program.

GSU did not contract these functions to external parties. We chose to develop our own forms and procedures in order to provide our students with enough high quality information so they would be able to derive maximum benefit from the new aid programs. To do so we:

- Created our own Form 1098T which detailed all eligible expenses incurred, by trimester.
- Printed detailed instructions on the back of the Form 1098T to allow students and their families easily to take advantage of the new credits and deductions.
- Created a one-page information insert detauiling the pertinent points of
- each program, as well as the IRS telephone number, the address to the
- GSU web page for additional information and the GSU Lifetime Learners
- hotline phone number where students could speak directly with
- knowledgeable staff.

Since implementing our program, we have received fewer than fifty telephone calls per year about the HOPE, Lifetime Learning and interest deduction programs. Most of the calls we have received are requests for replacement forms. We take that record as an indicator of success.

We are very proud to have been recognized by the National Association of College and University Business Officers (NACUBO) for these efforts. After the first year of reporting under the Taxpayer Reform Act was completed in 1999, we granted NACUBO permission to use the forms developed by GSU as samples to be included the Taxpayer Reform Act Program guide which they released to member institutions late in 1999.

Executive Summary

Illinois State University's *Fiscal Year 2001 Results Report* highlights progress towards the six goals of the *Illinois Commitment* within its strategic plan, *Educating Illinois: An Action Plan for Distinctiveness and Excellence at Illinois State University*. *Educating Illinois* builds upon the foundations established in the Illinois State University Board of Trustees *Vision Statement for the Year 2007* and *Academic Plan 2000-2005*.

During Fiscal Year 2001, Illinois State University helped business and industry sustain strong economic growth by:

- Partnering in a $1,100,000 grant awarded by the U.S. Department of Labor to train local software engineers and programmers for available IT positions in Central Illinois.
- Implementing the B.A./B.S. in Information Systems, and the B.A./B.S. and M.S. in Arts Technology.
- Obtaining $17,300,000 in external grants and contracts to support basic and applied research.
- Establishing the Adlai Stevenson Center for Community and Economic Development.

The University helped to improve teaching and learning at all levels by:

- Receiving a $1,000,000 grant from the Labor/HHS Appropriations bill to fund the new Assistive Technology Laboratory: Center for Special Education Technology.
- Acquiring the Illinois State Board of Education's approval to provide continuing educations units and continuing professional units for teachers seeking certificate renewal.
- Providing mentorship to 104 Chicago teachers who are seeking National Board Certification.
- Delivering instruction to the first cohort of students who are pursuing the alternative route to certification for secondary school teaching.
- Developing an alternative route to school administrator program.
- Implementing the B.S. in Technology Education.
- Purchasing 1,500 laptops for principals and superintendents valued at $2,250,000 as part of the *Illinois Gates Coalition for Systems Change and Technology Integration in the Schools* leadership development project.

Illinois State University concentrated on issues of affordability by:

- Doubling the value of Minority Academic Scholarships from $2,500 to $5,000; the scholarship remains annually renewable for four years.
- Limiting Fiscal Year 2002 tuition increases to 3.2 percent, which is below the three-year average percent change in the *Illinois Per Capita Disposable Personal Income* (4.4 percent).
- Receiving Illinois State University Board of Trustees approval for a new *Student Health and Accident Plan* that increases the lifetime maximum from $250,000 to $1,000,000 and reduces the amount charged to students each semester by $2.
- Participating in both internal and external audits of tuition waiver notification and selection processes to ensure that waivers are achieving university objectives.

The University increased the number and diversity of citizens completing training and education programs by:

- Committing $5,000 to triple the resources offered to the First Look Program, a minority recruitment program for students in Chicago, Peoria, and East St. Louis.
- Completing plans to open the Minority Student Academic Center during Fiscal Year 2002.

- Entering into a Dual Admissions Program with City Colleges of Chicago.
- Receiving Illinois Board of Higher Education approval for implementing five graduate and one undergraduate program in the Chicago area.
- Updating Illinois State University's *Plan for Diversity* and *Affirmative Action Plan*.
- Enrolling 33 students who received Minority Teacher Incentive grants.

Illinois State University focused on the quality of academic programs and the assessment of student learning by:

- Implementing *Educating Illinois* to identify specific academic priorities that reflect the University's core values, optimize distinctive qualities, and enhance institutional excellence.
- Completing five program reviews and hosting eight accreditation visits. All programs received favorable reviews.
- Receiving a $1,000,000 gift to create the University's first endowed chair. The Tom and Janet Andes Endowed Chair for General Education will reward an outstanding faculty member in General Education with a reduced load of classes, leaving time for innovative course development and exemplary instruction.
- Completing Phase I of a three-year plan to demonstrate that all 35 academic departments have a system for assessing student learning outcomes and use results for programmatic improvement.
- Participating in the Corporative Institutional Research Survey, Your First College Year Survey, Sophomore Survey, Continuing Student (Senior) Survey, and the National Survey of Student Engagement to give the University local and national benchmarks on student satisfaction and academic performance throughout the educational experience.
- Completing plans for a new performance-based assessment system for teacher education students.
- Allocating over $4,900,000 to faculty and staff salaries and to recruiting and retaining critical faculty and staff.
- Expanding student, faculty, and staff access to University and Internet services by creating the Student Tech Zone in Bone Student Center (allowing for the purchase of technology at reduced cost), wiring of the south campus residence halls, increasing dial-in and ADSL capacity, implementing campus computer laboratory enhancements and wireless solutions in Bone Student Center/Braden Auditorium and Milner Library.

Finally, the University continued to address issues of productivity, accountability, and cost-effectiveness by:

- Receiving General Assembly approval of $17,500,000 for Schroeder Hall renovation.
- Initiating a *Facilities Condition Assessment* to complement the *Shive Hattery Assessment* of the residence halls and to prioritize deferred maintenance needs.
- Updating the *Campus Master Plan* and the *Residence Hall Master Plan* and initiating the *Milner Library Long Range Renovation Plan* in accordance with the values, goals, and actions of *Educating Illinois*.
- Beginning a process to identify opportunities for restructuring academic administrative units to assure strong student-faculty connections and the development of intellectual communities.
- Participating in the *Council for the Advancement of Standards in Higher Education Self-Study* in the Division of Student Affairs to analyze university efficiencies and provide data for future benchmarking activities.
- Reallocating 1.8 percent of the University's base budget from lower to higher priorities.

Best Practice: Individualized Attention and Foundations of Inquiry.

Illinois State University's core value of individualized attention provides the supportive environment of a small college through an innovative General Education program, strong student-faculty connections, superior student services, and a focus on each student as an individual with unique educational needs and potential. Illinois State is a campus dedicated to *placing the learner at the center of teaching and research.*

The General Education curriculum is characterized by its multidisciplinary nature; it is also broad and well balanced. The fact that Illinois State has a higher credit hour requirement in its General Education program than any other public university in Illinois is a statement of the institution's belief in the importance of a liberal arts education, as well as the commitment to help students learn how to learn and to prepare students for the flexibility they will need in the marketplace of the future. Students in all majors must have foundational skills and a well-rounded educational background. General Education as a whole should also continue to develop and enhance the skills of critical thinking, analysis, and competent writing acquired in Foundations of Inquiry.

The Foundations of Inquiry (FOI) course is the introductory academic experience for freshmen, and as such it sets the tone for the academic rigor and expectations of the environment. It engages students from the outset and is well connected with their other experiences. In order to achieve this goal, "Foundations of Inquiry" operates in conjunction with CONNECTIONS learning communities and the Passages orientation program. The course provides initial opportunities to develop strong, positive rapport between faculty and students. The range of experiences in the course includes extracurricular activities. Foundations of Inquiry addresses relevant social issues and reflects the diversity of people and views presented on campus and in the world at large.

Foundations of Inquiry introduces students to the kinds of questions that are asked in different disciplines, to the various strategies that different disciplines use to address the questions they ask, and to the legitimate reasons that different disciplines can ask the same or related questions and develop very different—sometimes even contradictory—responses. In the broadest of terms, it is a course about problem solving and the nature of inquiry as they impact on what students will be exposed to and will have to do, not just during their remaining years at the University, but in their personal and professional lives beyond the University.

The University Assessment Office published *Reflecting on the First Year Experience: Responses of Beginning Second Year Returning Students in 1999 vs. 1997* in fall 1999. This report provides comparisons of second year students who participated in General Education (1999 cohort) and students who participated in University Studies (1997 cohort). Students participating in General Education are more actively engaged in the learning process and benefit from strong student-faculty connections and excellent student services—hallmarks of individualized attention and the academic experience at Illinois State University.

Table 7.1
Second Year Returning Student Responses
Fall 1997 and Fall 1999

	Fall 1997 Responses	*Fall 1999* Responses	*Two-Year* Change
Satisfied with the Amount of Faculty Contact	43.5%	61.0%	17.5%
Satisfied with the Ability to Find a Mentor	46.5%	61.3%	14.8%
Frequently or Occasionally Challenged a Professors Ideas	39.7%	51.3%	11.6%
Satisfied with Assistance at Milner Library	58.6%	73.9%	15.3%
Saisfied with the Sense of Community	55.6%	71.2%	15.6%
Satisfied with Tutorial Help/Other Academic Assistance	38.9%	66.3%	27.4%

Best Practice: Public Opportunity and Professional Practice.

Illinois State University's core value of public opportunity provides students access to the opportunities of a large university, including a wide range of high-quality programs, faculty mentors who are scholars and creative artists of repute in their disciplines, and the support of outstanding facilities and technology. Many students use the vast array of public opportunities that are available through Illinois State University by engaging in internship opportunities in Illinois, throughout the United States, and in other countries. More than 2,700 Illinois State University students participate annually in the Professional Practice Program (Cooperative Education and Internships). These students earn more than $2 million each year in paid internships and co-ops. Below are only some examples of distinctive internship opportunities to which Illinois State students are involved.

- **Lori Stoller**, a junior nursing student, has secured an internship this summer at the Mayo Clinic in Rochester, Minnesota. At Mayo Clinic, Lori will work at St. Mary's Hospital for 10 weeks in the Neurosurgery Intensive Care Unit (ICU). She was one of the 150 students selected out of 450 applicants from 42 different states. The students were randomly placed in the area in which they will work, but Lori feels lucky to be working in the Neurosurgery ISU unit since she hopes to work in an ICU unit after graduation.

  Students in Mennonite College of Nursing are required to complete two years of general education requirements and then two years of nursing courses. According to Lori, "Illinois State University has given me a broad education. Since I began the nursing program in August, my teachers have been nothing but encouraging. They make us set our goals high and I am just lucky that I reached this goal of mine."

- **Wynter Jackson**, an undergraduate finance major, has been selected to participate in the Bryce Harlow Institute on Business and Government Affairs (IBGA) internship program at Georgetown University. The IBGA internship is an ideal internship for undergraduate students who plan to enter the corporate world and want to experience the lobbying side of business. The internship requires students to be enrolled in two classes at Georgetown University for the summer. Students also have a non-paid internship at a major national corporation or trade association and participate in a series of dialogues with Washington lobbyists throughout the experience.

  The internship is a non-paid internship and the total cost to participate in the program is $4,175, which does not cover living expenses. To help with the costs, Wynter was awarded a scholarship from the Bryce Harlow Institute on Business and Government Affairs, and she received financial assistance from Illinois State University's College of Business, Office of Undergraduate Studies and Office of the Vice President and Provost.

- **Marc Skjervem**, a graduate student in the College Student Personnel master's program, is doing a summer internship at the University of Central Florida. During his internship, Mark will be helping to coordinate and implement the summer orientation process for first-year and transfer students.

  Mark discovered the internship through the National Orientation Directors Association (NODA). Every year, NODA coordinates an internship program for graduate and undergraduate students interested in the orientation field of higher education. The application process is quite extensive. Candidates choose five institutions that are offering summer internships and send their resume to the NODA Internship Headquarters at Texas A&M University. NODA forwards these to the five schools that the candidate selected. Mark chose the University of Central Florida, University of Michigan, Northeastern University, Boston University, and George Mason University. Mark was interviewed by all five of the institutions he selected and was offered an internship from four of the five institutions.

  Mark credits his graduate assistantship in Orientation and Transitions Services at Illinois State University as helping him prepare to do an internship at another school in another state. "Coming from a small private institution in Minnesota, this experience has given me an insight to how mid-size public institutions coordinate and implement orientation programs. The mentorship that I have been given while working in this office has been extraordinary. Their professionalism and passion for students has given me the motivation to want to become a student affairs professional that mentors and helps develop students to become thoughtful men and women of society."

Executive Summary
Annual Results Report
Northeastern Illinois University
FY 2001

The Northeastern Illinois University (NEIU) Annual Results Report provides evidence, through a list of accomplishments and indicators, that the University continues to make substantial progress in serving both its students and its internal and external communities. Grant activity has permitted NEIU to engage in a series of significant programs and initiatives to strengthen the pipeline for students, to improve teacher education, to provide faculty development opportunities, and to increase the number of students in the sciences and mathematics, among other efforts.

In terms of Goal 1, NEIU continues to prepare professionals, including minority populations, to meet the demands of information technology. The College of Business and Management recently hired a Director for its Business Services Bureau, which will serve businesses by providing training, seminars, speakers, and student internships. The Center for Inner City Studies, NEIU's outreach facility to the African American community, has become an active member of the Southside Empowerment Zone Cluster and was recently awarded a City of Chicago capacity building grant.

Goal 2 describes NEIU efforts to partner with elementary and secondary education to improve teaching and learning, including GEAR UP which provides service to 12,000 students in disadvantaged middle and secondary schools in Chicago and the Teacher Quality Enhancement grant which will improve teacher education in the state. The shortage of bilingual teachers is being addressed by many initiatives including offering certification and a M.A. in Special Education to a cohort of Chicago Public School bilingual teachers.

The achievement of Goal 3 is supported by offering a quality education at an affordable cost. Tuition and fees continue to remain the lowest of any four-year comprehensive public institution in the State. Student credit hours continue to increase and 1,597 degrees were conferred this past year.

Goal 4 demonstrates NEIU's commitment to increase the number and diversity of citizens completing training and education programs. According to *U.S. News and World Report*, the University continues to be ranked the most diverse university in the Midwest. In Fall 2000, minority students accounted for 54.3% of enrollment of undergraduate enrollment and 28.9% of graduate enrollment (a 1% increase over the previous year). The new freshmen student profile indicates that 66% are minority students, 77% are the first in their family to attend college, and 45% do not speak English as their first language. NEIU has eight dual admission agreements with community colleges.

Actions for Goal 5 include submission of two new programs for IBHE approval: Women's Studies and Health and Wellness. A minor in Speech and Performing Arts was also approved. The Faculty Council on Academic Affairs began implementing new guidelines requiring the incorporation of assessment plans in request for program and course approvals and revisions. The Counselor Education Department received renewed accreditation for an additional seven years by the Council for the Accreditation of Counseling and Related Academic Programs. International experiences for students, as well as for faculty and staff, were further expanded this past academic year with over 250 students and 14 faculty and staff participating in either semester long or short term education experiences in different countries. A new Center for Teaching and Learning has been completed in the University Library with a new director appointed in July 2001.

Finally for Goal 6, NEIU's instructional costs declined slightly as credit hour productivity increased. Faculty salary increases continue the pattern of compensation improvement that has been achieved in the past several years. External funds received continued to increase in FY 2001 by over $1.6 million, for a total of over $13.2 million. The University reallocated 2.3% from its base budget to higher priority programs with academic costs comprising 63.6% of the total budget.

Results Report
Northeastern Illinois University
August 2001

Best Practice:

Northeastern Illinois University (NEIU) has made a commitment to ensure that Goal 2 and Goal 4 of *The Illinois Commitment* are addressed through institutional practice. This commitment has been demonstrated by actively seeking external funding to support programs, partnerships, and a series of joint efforts to improve access and learning from K-16. Two such programs that exemplify best practices are the following:

GEAR UP – The Chicago GEAR UP Alliance, funded by the Department of Education, is in its second year of implementation. NEIU is the fiscal agent for this grant. The Chicago GEAR UP Alliance continues to make significant progress toward implementing programs for students, parents and teachers -that ensure each student is 1) aware of educational opportunities beyond high school and 2) prepared to take advantage of these opportunities. The Chicago GEAR UP Alliance is a partnership of 6 school networks which include a university or community-based organization as a partner, and at least one high school and its elementary and/or middle schools. In total, 35 schools, 4 universities and one community organization are working together in this effort with a total of 8,283 students, primarily African Americans and Hispanics, participating in GEAR UP activities this past year.

Individual Networks and the Partnership as a whole have implemented activities that support increased student achievement, meaningful parent involvement and changes in classroom practice. In addition, Partnership activities now extend to three additional networks, including an additional university, which were funded in the Fall 2000 "Bridges to the Future" GEAR UP proposal. Thus, bringing the total number of partnership schools to 45.

ENLACE – Led by NEIU, the Chicago ENLACE Partnership includes 6 junior/community colleges, 4 middle schools, 3 high schools, 4 alternative schools, and 9 community-based organizations. The ENLACE Partnership is serving Latino students in Chicago's four-county area: Cook, Will, Lake, and DuPage. ENLACE targets two key transition points along the K-16 education pipeline: high school to college and community college to university.

Some of the key strategies that have been defined to address gaps in the educational pipeline are the following: 1) leadership development for students and parents; 2) professional and leadership development for Latino higher education faculty and staff; 3) improved articulation agreements between community colleges and NEIU; 4) increased academic preparation; 5) increased cultural support for students and families; and 6)

direct linkage with the GEAR UP program to increase awareness and preparation among middle school students.

The ENLACE Fellowship initiative promotes Latino student achievement at the graduate level. The ENLACE Fellows are a group of 19 men and women who are currently working with our community college partners or with our community-based organizations. By having access to graduate education, the Fellows will have an opportunity to prepare for leadership roles. Beginning this fall, the Fellows will enroll in different NEIU College of Education graduate programs with the expectation of completing a master's degree during the next 3 to 4 years. They will also attend monthly one-day seminars, through this Fellowship initiative, that will afford them additional learning opportunities on selected topics.

Both GEAR UP and ENLACE are working together along with other NEIU efforts to improve access and education for all learners.

NORTHERN ILLINOIS UNIVERSITY
August 2001

Executive Summary

Northern Illinois University has contributed to the achievement of the state goals articulated in the *Illinois Commitment* and has plans that address its six goals in the next year. The university believes that it is addressing each of the state goals in a manner consistent with the NIU mission and focus.

Best Practices. NIU selected experience-based learning as its best academic practice for FY01 because these opportunities provide students with the chance to integrate classroom theory with practical hands-on experiences. Experiences in internship, cooperative education, clinical, practicum, clerkship, field, and teaching placement settings provide students with numerous benefits including having experiences in the real-world environment of the workplace. In FY01 NIU students participated in more than 10,800 of these experiences offered at more than 700 sites. For its best financial practice the university selected the cost savings it achieved by purchasing natural gas at an agreed upon fixed price for a four-month period in FY01. This decision was made using a model taking climate projections and natural gas production and storage into consideration. As a result of purchasing its gas supply at the fixed rate for this four-month period, the university saved over $1 million compared to index or market natural gas pricing.

2000-2001 Contributions to the *Illinois Commitment*. Contributions to economic growth included expansion of the Industry Data Center, opening of the Zeke Giorgi Legal Clinic, creation of new undergraduate and graduate certificates, and an increase in the number of students served off campus. Among the contributions to teaching and learning are expansion of educational partnerships and partnership activities, ISBE approval to implement alternative teacher certification, and professional development programming for classroom teachers. A graduated tuition plan, need- and achievement-based financial support, and wide access to advisement and tutoring services and information contributed to affordability and timely degree completion. Diversity training for faculty and staff, an expanded orientation program for new undergraduates, financial support for minority students, and access to online admissions applications contribute to access and diversity. Contributions to high expectations and quality include revisions to the criteria for program review, implementation of new portfolio and capstone course initiatives, and formalized assessment programs in support units. Productivity and accountability are demonstrated by the creation of a customer service center in the information technology unit, implementation of the human resource system project, internal reallocation of funds to highest priorities, and funding for deferred maintenance.

Plans for 2001-2002 and 2002-2003. The university identified outcome indicators that address each of the *Illinois Commitment* goals. NIU's future plans for off-campus programs, new undergraduate and graduate certificates, and new alliances with business and industry focus on the goal of economic growth. The goals of teaching and learning will continue to be addressed by providing programming for classroom teachers and continuing partnership activities. Affordability will be advocated by awarding need- and achievement-based financial support, expanding awareness of advanced placement testing, and continuing tutoring and supplemental instruction services. Access and diversity will be addressed by offering an extended orientation for new students, supporting living/learning programs, and providing support services to students from underrepresented groups. Contributions to high expectations and quality include plans to increase faculty use of instructional technologies, expand portfolio and capstone initiatives, and support assessment in academic and student services support units. Productivity and accountability will be targeted by funding highest priorities, deferred maintenance projects, and initiatives to retain critical faculty and staff.

Addendum. The reports of the program reviews in engineering and the physical sciences include findings on learning outcomes and areas for improvement as well as recommendations for the future. The Center for Biochemical and Biophysical Studies was also reviewed in FY01.

NORTHERN ILLINOIS UNIVERSITY
August 2001

Best Academic Practice

Experience-based learning opportunities offered by Northern Illinois University provide undergraduate, professional, and graduate students with the chance to integrate classroom theory with practical hands-on experiences. Experiences in internship, cooperative education, clinical, practicum, clerkship, field, and teaching placement settings provide students with benefits that include refining skills and applying knowledge in their disciplines, developing professional contacts, establishing mentor and role model relationships, and experiencing the real-world environment of the workplace. In FY01, students at NIU participated in more than 10,800 of these experiences offered at more than 700 sites. The sites included not-for-profit agencies, service organizations, schools, hospitals and health care facilities, small businesses, manufacturing firms, multinational and international corporations, financial institutions, research laboratories, government agencies, and others.

Students participate in experience-based learning opportunities either directly through their academic schools or departments or through the NIU Cooperative Education/Internship Program. Each of the seven colleges at NIU offers experience-based learning opportunities for which students receive academic credit. Thirty-seven academic programs and units reported student placements in such experiences in the summer or fall of 2000 and/or the spring of 2001. Arrangements for more than 9,800 experiences for undergraduate, professional, and graduate students were made within the academic programs.

NIU's Cooperative Education/Internship Program has provided services to support experience-based learning opportunities for 16 years. In addition to coordinating placements, the office provides students with support in developing resumes and improving their interviewing skills, schedules interviews for students, maintains a directory of more than 2,900 companies, and has posted more than 4,000 job openings since 1997. In 2001 the Cooperative Education/Internship Office's Annual Career Fair hosted 123 employers and 1,800 students for this daylong event. In FY01 the program placed more than 1,000 undergraduate and graduate students in internship or co-op settings.

In FY01 the Cooperative Education/Internship Program was awarded a $125,000 Illinois Cooperative Work Study (ICWS) Grant by the Illinois Board of Higher Education. This was the largest sum ever awarded in the history of this grant program. The grant program is designed to benefit students academically and financially, reduce reliance on loans, enhance public-private sector partnerships, and encourage students to seek permanent employment in Illinois. Funds from the grant were used to reimburse 50 percent of students' wages to qualifying employers. The grant program targets students in the liberal and visual arts, education, and health fields because students in these disciplines are often limited to volunteer or low-paying internships. In addition, the website of the Cooperative Education/Internship Program received the 2001 Golden Web Award presented by The International Association of Web Masters and Designers to those sites with a web design showing originality and content at levels of excellence that deserve recognition.

Best Financial Practice

Northern Illinois University has been purchasing natural gas through commodities marketing firms since the industry was deregulated in the late 1980s. Natural gas purchases are usually made based on consumption on an annual basis and are acquired by the marketing firm for the university on the index or current market price. This procurement operation is executed on a monthly basis throughout the fiscal year. The average natural gas budget for the NIU main campus falls in the $1.7 to $2.2 million range.

In 1998 additional purchasing options became available, and one of these options offered the university the ability to pay an agreed on fixed price for natural gas for a variable time frame. In FY01, NIU opted to purchase its natural gas supply at a fixed rate for a four-month period between 1 December 2000 and 1 April 2001. This decision was made using a model taking climate projections and natural gas production and storage into consideration. At the time the decision was made, the price of natural gas was fixed at 51 cents per unit. During the fixed price time frame, market volatility saw natural gas prices increase by more than double. As a result of purchasing its gas supply at the fixed rate for this four-month period, the university saved over 1 million dollars compared to index or market natural gas pricing.

Pledge Statement
SIU Board of Trustees

As the seven appointed and two elected Trustees for Southern Illinois University, we share a mutual sense of affection, responsibility, and stewardship for the only senior system of higher education serving the people of Southern Illinois. Our obligations apply equally to the University's two institutions, SIU Carbondale and SIU Edwardsville, and to their distinctive instructional, research, and service missions.

We believe that at the heart of every great university of character is an extraordinary group of men and women who teach with joy in their discipline, dedication to their students, and commitment to bold inquiry. Such faculty inspire students, spark their intellectual interests, and help deepen their experiences in new and creative ways. It is in a university of character where basic assumptions are examined; where trained minds weigh options; where new ideas are developed; and where the social, political, and moral ramifications of those ideas are tested.

As non-paid public servants, we see our function as part of an unending commitment to the State and its People by ensuring that through SIU and its community of teachers, scholars, and students, we aspire to transmit our heritage, to move toward a more humane and caring world, to bring fresh vision and new discipline to the fund of human knowledge, to enliven curiosity, and to cherish the life of the mind in its fullest exploration and expression.

In fulfilling our appointed obligations, we are pledged to maintain the high quality of SIU's programs of instruction, research, and public service; to monitor judiciously the development of and additions to those programs; and to sustain, through them, the University's diverse and comprehensive educational contributions to the people of Southern Illinois, the State, the nation, and the world. In the exercise of our authority and responsibilities, we are pledged to provide coordination, focus, advocacy, stewardship, and leadership for this University and the diverse members of its learning community. We are also pledged to be openly and appropriately accountable for the quality of the University's professional standards, the competence of its graduates–as both an informed citizenry and an educated workforce–and for the prudent and efficient use of the State's resources. In all our appointed obligations, we openly and willingly support an environment of effective and responsible participatory governance.

We are committed to supporting and sustaining a university of character that values quality undergraduate education in the highest traditions of the liberal arts; excels in its graduate and professional education; remains responsive to regional needs and priorities, including health care and health education; demonstrates its leadership in the enhancement of K-12 education; ensures a technologically competitive environment for students, faculty, and staff; maintains a strong and unequivocal commitment to the achievement of diversity; invests our resources in creative ways reflective of institutional strengths and priorities; and nurtures within the University community those ethical standards which reflect the highest aspirations of our society.

We recognize that changing demographics within and outside the State continue to challenge the economic and political power of the People and institutions of Southern Illinois, including our striving for additional resources to address competitive salaries, technology infrastructure, maintenance of our physical facilities, and support for existing and emerging priorities. We also recognize that, increasingly, our needs and aspirations will be weighed against more effective cost controls and greater accountability for measurable results from teaching, research, and service. Responding to these and other challenges and opportunities will require new solutions as well as the building of a new consensus. As we, the Trustees of Southern Illinois University, rededicate ourselves to this great University, we invite all its members, friends, and supporters to join in this collective endeavor.

Southern Illinois University Carbondale

Illinois' Student-Centered Research University

SIUC Best Practice: FY01
New Research Initiatives

Southern Illinois University Carbondale continues to strengthen and expand its research mission through new initiatives in three areas experiencing major growth nationwide: biotechnology, nanotechnology, and technology transfer/commercialization. SIUC is the only comprehensive research university in the southern half of Illinois, and its research contributions are improving the economy of the region and the state through enhancing agricultural productivity and human health and creating new jobs.

Biotechnology and genomics: SIUC researchers in the College of Agriculture, College of Science, and School of Medicine are enhancing human health and agricultural productivity through developments that include:

- ✗ Transgenic corn with improved nitrogen and yield
- ✗ Genetic technologies for Soybean Cyst Nematode and soybean Sudden Death Syndrome (SCN/SDS) (through the Center of Excellence in Soybean Research)
- ✗ Soy phytoestrogen genetic markers and nutritional therapies (again, through the Center of Excellence in Soybean Research)
- ✗ Microbial bioremediation of hazardous materials
- ✗ More rapidly growing foodfish (the Fisheries and Illinois Aquaculture Center)
- ✗ New understanding of the genetic and molecular basis of diseases (e.g., cancer, Alzheimer's), including the discovery of anti-tumor genes

Nanotechnology and materials research: Basic and applied research in the materials sciences is carried out at SIUC in the College of Science, College of Engineering, and College of Applied Sciences and Arts. In these colleges and in centers such as the Coal Research Center, the Materials Technology Center, and the NSF-designated Center for Advanced Friction Studies, research activities include:

- ✗ Biochemical processes for conversion of CO2 to methanol
- ✗ "Smart" materials, sensors, and devices
- ✗ Carbon friction materials for braking in automotive and aviation technologies
- ✗ Advanced composite construction materials
- ✗ New ways to use high-sulfur Illinois coal

Technology transfer: SIUC has been quite late in entering the burgeoning field of tech transfer and commercialization. Nonetheless, over the past five years the campus has disclosed 73 inventions, issued 23 licenses/options, filed 27 patents, and received nearly $600,000 in royalties. Thus far in FY01, 3 patents have been issued. Two start-up companies based on the inventions of SIUC researchers include:

- ✗ Fly-Lite in McLeansboro, IL, formed in 1998 to manufacture construction blocks and supporting materials for coal mines from a coal fly-ash composite.
- ✗ Genetics and Agriculture Biotechnology Inc., formed in 2000 to use genetic markers (patent pending) to analyze soybean germplasm for resistance to SDS/SCN and develop high-speed genetic screening technologies.

A third spin-out company, involving commercialization of bioremediation technology, is in the planning stages.

BEST COPY AVAILABLE

Southern Illinois University Edwardsville

Best Practice
Academic Quality Improvement Project

In July 1999, NCA's Commission on Institutions of Higher Education initiated an Academic Quality Improvement Project (AQIP), with support from the Pew Charitable Trusts of Philadelphia. AQIP's goal is to design an innovative, more challenging alternative to current re-accreditation, one that engages institutions by increasing the tangible benefits it delivers to them. This will be accomplished through a new accreditation process, based on quality improvement principles and values, that:

- concentrates on the academic enterprise—particularly teaching and learning—and involves faculty more directly in all academic improvement processes;
- provides NCA member institutions with concrete feedback and practical support they can use to reach higher levels of performance and effectiveness in educating their students;
- reduces, where possible, the intrusiveness, cost, and slow cycles of improvement associated with current accreditation, while replacing the current "one-size-fits-all" approach with one that can be tailored to respond to an institution's distinctive needs and aspirations;
- recognizes and celebrates institutional distinctiveness and outstanding achievements, thereby improving the prestige associated with re-accreditation; and
- supplies the public with more understandable, useful information concerning the quality and value of accredited colleges and universities.

Southern Illinois University Edwardsville is accredited by the Higher Learning Commission of the North Central Association. SIUE has joined the Academic Quality Improvement Project (AQIP), a new and innovative method for maintaining regional accreditation. As a part of the process, the university has selected four AQIP goals on which to focus over the next three years. The four goals are:

- Develop comprehensive measures of student learning for ongoing program improvement
- Reshape new student transition
- Measure and improve student and administrative services
- Develop a comprehensive strategic planning process

Additional information about SIUE's AQIP efforts may be found at http://www.siue.edu/AQIP.

SIU School of Medicine

School of Medicine Best Practice: SIU Cancer Institute

Cancer is currently the second leading cause of death in Illinois and the nation and is expected to become the first leading cause of death by early in this century. Experts state that more than 1,500 Americans die from cancer or cancer-related disease every day. Between 2000 and 2005, approximately 40,000 citizens of central and southern Illinois will die from cancer and another 100,000 will be newly diagnosed with this disease. Since the incidence of cancer is higher in elderly populations, the increasing numbers of elderly citizens in Illinois and the region associated with the aging of the baby-boom generation will add to the numbers of citizens developing cancer in the future. The need for enhanced medical education, patient service, and related medical research in cancer/oncology is acute.

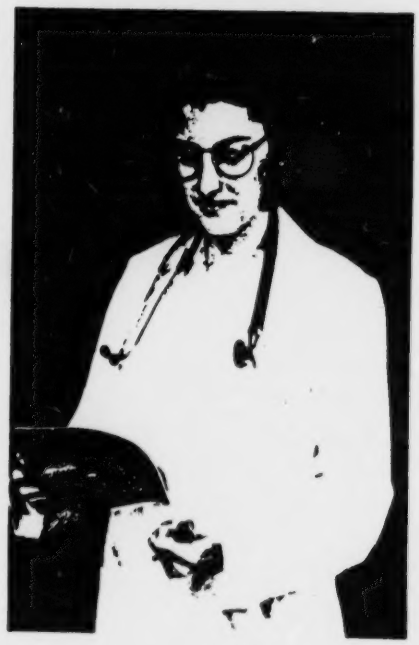
SIU School of Medicine received Illinois Board of Higher Education approval in April 2000 to establish the SIU Cancer Institute. Working with hospital partners and affiliated physicians throughout the state, the SIU Cancer Institute is using the school's successful community model in building the human and physical infrastructure necessary to address the regional incidence of cancer. Once fully operational, the institute will provide cancer treatment, physician and community education and outreach, and cancer-related research relevant to the people of central and southern Illinois.

In FY 2001, program planning and start-up activities continued. The school received funding to begin operations and acquire a permanent site for the institute. Physician and research scientist faculty and staff, expanded clinical and outreach programs, increased research, and community partnerships will be added in the future.

The SIU Cancer Institute presents a community-based, diversified response to a complex problem facing citizens, health care providers, the state of Illinois, and the nation.

Key Indicators: FY 2001

- ✗ 1,161 graduates in practice:
  - ✓504 (43%) in Illinois
  - ✓608 (52%) in primary care
- ✗ 81 clinical service/educational outreach clinics
- ✗ Patients treated in SIU clinics:
  - ✓87,514 patients served
  - ✓550,221 procedures
  - ✓$9.3 million in unreimbursed Medicaid services
- ✗ $15.6 million in sponsored research (FY2000 active awards)



University of Illinois at Chicago
2001 Results Report

Executive Summary

In FY 2001 the University of Illinois at Chicago continued to fulfill the six goals of *The Illinois Commitment* within the context of its mission. Programming emphasis and resource allocation was dedicated to teacher preparation, elementary and high school student success through P-16 initiatives, meeting demand for courses in business and engineering (especially information technology), strengthening the undergraduate program, providing more on-line learning opportunities, building the research programs, and providing access to up to date computer technology for faculty and students.

Goal 1: Higher Education will help Illinois business and industry sustain strong economic growth.

Advances in health care research included the start of construction of the Medical Research Facility/Biologic Resources Lab, the development of a Magnetic Resonance Imaging (MRI) program, the establishment of a research unit in developmental psychobiology, and a multi-million dollar grant from the National Institutes of Health which designates UIC as a General Clinical Research Center.

Support for undergraduate enrollment in high demand areas such as mathematics, information and decision sciences, finance, and biological sciences; and graduate enrollments in bioengineering, computer science, public health, occupational therapy, and disability studies.

Developed programs in computer systems and bioinformatics to meet demand in information technology.

Increased grant and contract expenditures by approximately 19% over FY 00.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

The College of Education developed alternative certification programs to respond to the demand for teachers of math and science.

UIC continued its leadership and partnership roles in the P-16 initiatives, the Chicago Annenberg Challenge, the Consortium for Chicago School Research, and the Great Cities Universities Urban Educators Corps.

UIC continued to work with community colleges to build faculty capacity in mathematics and science.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

33% of undergraduate students receive enough aid to cover all costs of tuition and fees: 87% of undergraduates receive some type of financial assistance.

The tuition increase for AY 2001-02 includes increased financial aid.

The campus contributed over $750 thousand to fund shortfalls in students' aid packages.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

UIC added three more programs to its inventory of thirteen online programs offered through eight colleges.

UIC awarded more degrees in high employment areas of business and engineering.

UIC was selected as a site for a state-supported initiative to help Latino youth succeed in high school and college.

US News & World Report noted that UIC is the fourth most racially diverse institution of its type in the country.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

UIC actively engages students in the assessment of academic programs and courses.

UIC's occupational therapy and entrepreneurial studies programs were nationally ranked by *US News & World Report* and *Success* magazine, respectively.

UIC expanded opportunities for students to participate in international programs, online education, and research programs.

The campus continued its program of renovating and equipping classrooms and lecture halls with multimedia to support state of the art instructional methods.

The campus implemented a computer replacement program for faculty.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

The transition to a new permanent leadership team at the Medical Center was completed.

A new web-based course approval system to serve all academic units was implemented.

Best Practice: Academic

Integrating Academics, Research And Public Service

City Design Center

Founded in 1995, the City Design Center is a multi-disciplinary research, education, and service program in the College of Architecture and the Arts at the University of Illinois at Chicago. The Center's mission is the study and practice of design in the public interest. Its work is founded on the idea that the quality of the built urban environment—from fixtures, furnishings, and buildings that house them, to the streets, plazas and parks that surround them, to the resulting spatial form of the overall community—is intrinsic to the vitality and diversity of the city's cultural, economic, and political life. To meet this challenge, the Center develops and advocates for innovative and effective design research and practices by providing information to improve the quality of design decisions.

The City Design Center has a remarkable history of community partnerships in its short five-year existence. Among the many partnerships that the Center has forged with not-for-profit community organizations and government agencies, several examples are described below.

Affordable Housing

Homeownership Rehabilitation Program

Working with The Resurrection Project and funded by the U.S. Department of Housing and Urban Development, the City Design Center studied the potential individual homeownership rehabilitation subsidy programs and standards for housing unit rehabilitation. The study uncovered one program, in particular, that has promise for the Pilsen area: the development of a non-profit cooperative construction group to aid in the community's rehabilitation projects.

Community Re-Design of Barbara Jean Wright Courts

The West Side Consortium, taking a leadership role in maintaining affordable housing on the Near West Side, asked the City Design Center to assist in improving the affordable housing stock in their service area. With the involvement of the residents of the Roosevelt Corridor and, in particular, the Barbara Jean Wright Homes, the Center provided architectural and physical planning assistance. As a product of the participatory workshops with residents and collaborating organizations, the Center produced a Community Design Awareness Handbook containing examples of best practice affordable housing projects and specific design information regarding site development.

From Public Housing to Home Ownership

Uncertain about the status of affordable housing in the Roosevelt Corridor Neighborhood, participants from the neighborhood organizations joined together to create a new

community development corporation, the West Side 2000 Development Corporation. West Side 2000 intends to provide the initiative to attract new investors and to participate with other developers to purchase or develop affordable housing units in the neighborhood for displaced ABLA residents and other low-income neighborhood residents. As its contribution to the initiative, the City Design Center researched the feasibility of developing a demonstration project that would help public housing residents move to home ownership.

Supportive Housing Program

The Marcy-Newberry Association has been serving the Near West Side and Lawndale communities for over 100 years. Marcy-Newberry develops, manages, and operates several community-based programs, including day care and Head Start programs, teen and adult education programs, as well as supporting housing services for the elderly, disabled, and homeless teens.

Marcy-Newberry requested the assistance of the City Design Center to study the feasibility of developing a complex, including day care for community children; housing for seniors, the disabled, and employees of Marcy-Newberry; and day care for on-site elderly residents. The intent of the project is to integrate the various populations in a caring, supportive environment that benefits all.

The City Design Center provided options for programming, siting, and financing the facility, as well as gathered information required for the HUD financing application process. The Center is continuing to work with Marcy-Newberry to facilitate development plans.

Streetscape/Landscape

North Lawndale Façade Improvement Program

The City Design Center has worked with the Lawndale Business and Local Development Corporation to develop façade design proposals for ten selected businesses along Roosevelt and Pulaski Roads. The proposals would be used to provide design ideas to businesses in the area by exhibiting the impact of the façade design efforts.

Industry/Commerce

Lake/Kinzie Industrial Corridor Redevelopment Design

Working with many community organizations and establishments, the City Design Center prepared a redevelopment plan for the Lake/Kinzie area, building upon previous planning studies. The Center organized four participatory design workshops to develop community-based principles and ideas for the potential redevelopment.

Best Practice: Administrative

Contributing To The Illinois Economy

UIC contributes to the economy of the state in many ways. Some of the more highly visible economic tools include: revenue and jobs created by commercialization of its intellectual property and the education of skilled employees to fuel the high tech economy. Further, UIC's total research and development expenditures, including federal, state, private, foundation and university funds, reached $195.8 million in FY00. While such a performance measure displays a sizeable contribution to the economic development of the state, the following projects further illustrate UIC's innovative ventures and core commitment.

MRI Center Construction was begun in FY01 on the new Magnetic Resonance Imaging Center adjacent to the Outpatient Care Center. Coupled with the hiring of a leading scientist in this field last year, UIC is committed to the development of a nationally ranked program in magnetic resonance imaging and important new technologies with commercial applications for clinical assessment of the human brain and heart in both healthy and diseased states. Such technology will present enormous opportunities for understanding and treating some of today's most dire medical conditions.

Cell Isolation Laboratory UIC opened a state-of-the-art $3.3 million laboratory for isolating and transplanting the insulin-producing cells of the pancreas in an effort to cure -- not just treat -- Type I diabetes. This laboratory is one of the best in the world for this type of transplant procedure. In addition to the potential of this lab to develop a cure for a disease that affects 1.6 million Americans, development of commercial products is anticipated.

Industrial Assessment Center This new program by the UIC College of Engineering provides direct support to commerce in the region by providing Chicago-area small businesses with an energy-use assessment, free of charge. This service has the potential of saving individual small businesses tens of thousands of dollars in energy costs.

Institute for Tuberculosis Research (ITR) The College of Pharmacy has developed a new $1.2 million laboratory to discover new drugs to treat tuberculosis and explore novel drug-delivery systems to treat the disease with existing drugs. ITR is also doing groundbreaking research on resistance to current drug treatments. Not only are pharmaceuticals being investigated but also the development of new drugs from natural products. To pursue these goals, the ITR is collaborating with pharmaceutical companies and research institutes worldwide.

Institute for Entrepreneurial Studies (IES) The mission of this Institute housed in UIC's College of Business Administration is to expand awareness and knowledge among students, entrepreneurs, professionals, and academics regarding new venture opportunities, methods for creating and growing enterprises, and the role of entrepreneurship and new/smaller firms in economic development and the world economy. Partnering with the Center for Enterprise Development, IES offers an award-winning program for entrepreneurs operating companies experiencing "growing pains."

University of Illinois at Springfield
2001 Results Report

Executive Summary

The Illinois Commitment - Partnerships, Opportunities, and Excellence (February 1999) establishes six goals to guide state and institutional strategic decision making, academic program approval and review, and budget development in the coming decade. This report describes FY01 activities and accomplishments for each of the six goals based on the campus' identified performance indicators, as well as planned activities for FY02. The report also describes UIS' examples of best practice - the Office of Technology Enhanced Learning and the online Master's Degree in Educational Leadership with a concentration in master teaching and leadership.

Goal 1: Higher Education will help Illinois business and industry sustain strong economic growth.

- Sixty-seven degrees were awarded in UIS' three information technology programs in FY00, up 40% from 48 in FY99 and 123% from 30 in FY98.

- UIS has begun to explore ways to work in partnership with the new Abraham Lincoln Presidential Library and Museum, scheduled to open in Springfield in the fall of 2002.

- Faculty revamped the curriculum of the Department of Employment Security's Career Specialist Program to incorporate the mandates of the Workforce Investment Act. Endorsed by the National Association of Workforce Development Professionals in FY01, the program is receiving national attention.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

- To prepare students to sit for the national Master Teacher Certification Examination. UIS initiated an online master teaching and leadership concentration within the M.A. in Educational Leadership in Fall 2000. Enrollment doubled from 27 in Fall 2000 to 58 in Spring 2001.

- UIS offers professional development workshops in science and mathematics for secondary school teachers. Approximately 950 teachers participated in these workshops during FY01.

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

- Analysis of Fall 2000 financial aid awards (excluding loans) indicates that the tuition and mandatory fees for 38% of full-time undergraduates at UIS were fully covered by need-based or non-need-based awards (i.e., Pell Grants, ISAC awards, private scholarships, institutional awards and grants, tuition waivers). Moreover, 49% of full-time students paid less than $1000 per year. Respective figures were 35% and 47% last year.

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

- UIS offers 65 online courses, with an additional 15 courses under development during Summer 2001. Three full degree programs and one graduate certificate are online, with a fourth degree program under development. Online enrollments increased from 30 in Fall 1998 (when online offerings began) to 797 in Spring 2001. With summer enrollment added, online course enrollments totaled 1745 for the current year. Nearly 30% of UIS faculty members have developed and/or delivered online courses.

- Liberal Studies Online, the campus' baccalaureate completion program, has entered into formal partnership agreements with 26 community colleges (11 in Illinois, 15 out-of-state) and two statewide community college consortia. Four such agreements were reported last year.

- The Diversity Task force submitted the results of a campus climate survey to the provost in May 2001.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

- With assistance from the Noel-Levitz consulting firm, UIS initiated a comprehensive program of market research to examine target markets of traditional, nontraditional, and online learners.

- The number of faculty scholarly works increased 33% from 1997 to 2000.

- UIS hired one of the nation's foremost authorities on Abraham Lincoln and the Civil War to occupy the campus' first distinguished chair - the Naomi B. Lynn Distinguished Chair in Lincoln Studies.

- The College of Business and Management submitted its fourth annual report to the Candidacy Committee of the AACSB in the fall of 2000.

- As of July 31, 2001, 120 students had been admitted to the Capital Scholars Program, the campus' lower-division general education curriculum, and paid deposits indicating that they plan to attend in the fall. The average ACT score for the class is 25.3, and the average class rank percentile is 79.1. Eight (7%) are valedictorians. Thirty-nine faculty (24% of total faculty for AY00-01) have been identified to teach Capital Scholars courses. An assessment plan is being developed in conjunction with a nationally known authority in assessment of interdisciplinary programs.

- An associate vice chancellor for graduate education and research was appointed this year.

- In FY01, 92% of computers were considered fully capable, none were marginally capable, and 8% were deficient. Based on the same criteria of computer capability, the comparable percentages were 42%, 26%, and 32% in FY99. The number of computers on campus increased 36% from 779 in FY99 to 1062 in FY01.

- UIS completed 33 "smart" classrooms during FY01, increasing the number of seats in technology-enhanced classrooms to 1726 - an increase of more than 500% from last year's total of 279.

- All students - both on and off-campus - were assigned network IDs for the first time this year. To meet their needs for assistance, the computer support center now offers 187.5 person hours per week, up 150% from 75 in FY00 and 226% from 57.5 in FY99.

- The 352 student-sponsored events in FY01 represent a 47% increase over the 240 events in FY00 and a 130% increase over the 153 sponsored events in FY99.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

- In FY01, UIS reallocated $500,600 (as compared to $400,000 in FY00) from lower priority to higher priority activities. Reallocated funds were used to support the IBHE's initiative to recruit and retain critical faculty and staff, to provide other salary adjustments, and to reduce the underfunding of sick leave.

- The campus decentralized $90,510 in online course fees to the college level.

Best Practice – Academic

Goal 2: Improvement of Teaching; Goal 4: Access
Online M.A. in Educational Leadership with Concentration in Master Teaching and Leadership

UIS offers an online M.A. in Educational Leadership with a concentration in master teaching and learning (MTL). The purpose of this offering is to improve the teaching abilities and increase the leadership skills of classroom teachers. The target audience is educators who wish to become better teachers and leaders in their schools and communities, but who do not seek administrative positions.

Beginning in Fall 2000, MTL offered three courses with 27 enrollments. In Spring 2001, enrollments had doubled to 56. By Summer 2001, enrollment had increased to 64 students, necessitating an extra section. Fall enrollment is expected to be over 100 students.

Courses in the concentration have been developed to meet real-life educator needs. These courses, with at least one new course being developed each semester, include teacher leadership, instructional design, technology in the curriculum, educational research methods, teachers in the learning community, reading and literacy, and supervision for the teacher-leader. Students are given an opportunity to evaluate each course as it is presented to ensure that the course meets their needs.

MTL is continually searching for new markets to maintain its growth and strength. Possible markets currently being addressed are schools for the deaf throughout the U.S., Department of Defense and international schools throughout the world, and individuals who want an online structured format to work on their National Board of Professional Teaching Master Teacher Certification.

Students have many positive comments about MTL.

> *The MTL program has allowed me to continue my graduate education while still maintaining my busy schedule of teaching, coaching, technology, and firefighting, not to mention being a father and husband.*
>
> *I like the flexibility of the program and the feedback from the instructor and other students on the discussion board. Although I put in just as much time as an on-campus class, I can work at my convenience and don't get as stressed out. Therefore, I am a better mom and teacher.*
>
> *Having the option to pursue my master's degree online provides an opportunity I would not otherwise have had.*

The major strengths of the offering are listed below.

- All courses are totally online. with no campus visits required.
- Class sizes are limited to 20.
- Course material is generally very practical and based on classroom teaching with the readings. discussions. projects. and assessments related to classroom activities.
- Significant student-student and student-instructor interaction occurs within and beyond the courses.
- Faculty use a variety of types of teaching styles and assessments that hold student enthusiasm.

Best Practice –Administrative

Goal 5: Quality
Office of Technology Enhanced Learning

The Office of Technology-Enhanced Learning (OTEL) was established on the Springfield campus in July 1997 as an early initiative of University of Illinois Online. Jointly funded through UI Online and the campus administration. OTEL began by fostering integration of the Internet into the delivery of the curriculum. Initial efforts included posting course syllabi online and identifying relevant online resources by discipline areas. Over the first year of operation. UIS faculty began increasingly to deliver course materials to students through the Internet. In Fall 1998. the first two online courses delivered from UIS enrolled 30 students. By the Spring 2001. enrollments had reached 797 with more than 10 percent of campus credit hours delivered online.

OTEL provides a variety of services to support faculty members in the delivery of course materials through the Internet. Monthly workshops. annual symposia. and individualized training sessions are provided to encourage faculty development in this area. Computer-assisted instruction specialists. who also teach online courses. assist faculty members in selecting the most effective online tools to match their teaching style and content in the delivery of their courses. The two leading course management systems. Blackboard and WebCT. are licensed and supported by OTEL. Other online software such as WebBoard is also provided to support online learning. Multiple grants have been secured to support faculty stipends for online course development. Listservs and online web logs provide UIS faculty with daily news updates on relevant issues in the areas of online learning and technology in higher education.

Representatives of several universities have visited the Springfield campus to see first-hand how OTEL supports Internet-enhanced and online learning. Faculty and administrators from Southern Illinois University at Carbondale. Chicago State University. and St. Cloud State University made site visits this spring. The director of OTEL has been honored by the Alfred P. Sloan Foundation as a Distinguished Scholar in Online Learning and has made invited presentations on the topic at Grinnell College and Wilkes University. Several conference presentations and publications have resulted from UIS' online efforts as faculty share their experiences with others.

University of Illinois at Urbana-Champaign
2001 Results Report

Executive Summary

Goal 1: Higher education will help Illinois business and industry sustain strong economic growth.

- The UIUC research park completed three buildings housing five companies
- The UIUC secured funding and prepared to build new facilities for computing, biotechnology, and business incubation
- In information technology majors, instructional capacity and degree production increased
- Grants expenditures, technology disclosures, and royalty income increased in FY01

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

- The UIUC recommended 583 candidates for school employment certification
- The UIUC addressed teacher shortages in mathematics, science, and special education through curricula and workshops involving approximately 1300 K-12 teachers
- The UIUC provided special mentoring to nearly 200 novice teachers recently employed in schools and community colleges
- The UIUC offered graduate education degree programs and technology workshops online

Goal 3: No Illinois citizen will be denied an opportunity for a college education because of financial need.

- The UIUC increased institutional financial aid by $195,000, assisting 386 students. Five hundred students earned additional aid through the America Reads tutoring program
- The UIUC provided students with web-based access to financial aid information

Goal 4: Illinois will increase the number and diversity of citizens completing training and education programs.

- Freshman enrollment was stabilized very close to target enrollment levels
- Participation in the UIUC's extramural academic programs increased by nearly 35%
- New off-campus graduate degree programs were offered in the Chicago area in Education, Natural Resource and Environmental Sciences, and Executive MBA

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

- The UIUC implemented foreign language and Quantitative Reasoning II requirements for all undergraduates and developed an assessment program for General Education courses
- The UIUC improved coordination among honors programs and increased study abroad by 15 percent
- The Living and Learning Communities were assessed, two new communities involving 229 students opened, and participation reached an all-time high

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

- The UIUC developed plans for facility renewal, equitable employment and advancement for women, professional development for academic professionals, and IT upgrades

Best Practice – Academic

Improving the Allocation of Library Resources

The University of Illinois at Urbana-Champaign houses one of the world's great library collections–the third largest academic collection in the United States. However, with worldwide increases in sources of information, costs of publications, and new information technologies, the cost of building and maintaining this collection has grown explosively. The financial resources made available to the Library over the past 30 years have not permitted it to keep pace with the costs, imperiling the quality, comprehensiveness, and stature of the Library and, in consequence, the academic mission of the University.

In the year 2000, the Provost appointed the Library Allocation Steering Committee (LASC) and charged it to develop recommendations about library resource procurement and conservation policies for the future. The members of the committee represented a wide range of academic specialties as well as library experts, students, and the Chair of the Senate Committee on the Library. In Spring 2001, the LASC provided its recommendations. The recommendations aim to increase the Library's capacity to change and evolve in response to academic needs. The Committee recommended a new budgeting process that would systematically free up resources and enable the Library to strengthen areas of growing importance or initiate new collections. Acquisition budgets would be driven by an annual academic planning and review process rather than by historically-based formulae. The Committee suggested principles that should guide the allocation decisions. The LASC also recommended the formation of a long-range advisory committee to help strengthen the UIUC's standing in the community of libraries, and it encouraged the Library to continue working with other research libraries on measures to streamline access to and reduce the costs of scholarly works.

The campus has responded to the needs of the Library, and to the LASC recommendations, with a commitment to significant new investments in Library resources and changes in processes. The Provost, with assistance from the state, has committed $3 million in new base funds toward library needs with an additional $1 million planned in the future. The Library, in cooperation with the Senate Committee on the Library, is investigating scenarios for the reallocation of acquisition budgets. The Library has also undertaken to share all of its acquisition budget requests with the academic units in order to ensure that unit priorities are reflected in the acquisition program. The Director of the Library is in the process of forming a high-level advisory committee. Together, these efforts have received national recognition through a special presentation on the UIUC program requested by the Acquisitions Institute at Timberline, an annual invitational meeting of library collections officers. Most important, they represent a major effort to retain and enhance the leadership position of the UIUC Library and to ensure its responsiveness to rapid changes in the needs of scholars and the sources of information.

Best Practice – Administrative

Development of the UIUC Research Parks

In February 2000, the University of Illinois issued a plan for enhancing the economic development of the State through investment in advanced technologies. A centerpiece of the plan was the development of a new Research Park at the Urbana campus, to occupy space southwest and northeast of the main campus. In the year 2000, a new limited liability corporation was formed to govern the park and a private developer was selected.

In fiscal year 2001, there was dramatic progress at the Research Park. Three new buildings, containing over 240,000 square feet, were completed at the South Campus Research Park. The Motorola Corporation located a major research facility in one of these buildings. Four other companies have occupied space, along with a large group from the National Center for Supercomputing Applications. Altogether, 343 employees, 85 of which are students, are engaged in research and development activities that benefit from proximity to faculty and students at the Urbana campus. In addition, the State of Illinois has provided funding to build a 43,000 square feet business incubator facility on the South Park. The incubator will house up to 35 start-up businesses. Plans to develop the remainder of the South Park have been approved by the Board of Trustees and await relocation of agricultural research facilities currently at the site.

Plans for the North Research Park also advanced in FY01. Currently land acquisition and zoning issues are in progress and the first facility is tentatively planned for 2002. In addition, the State of Illinois provided funds for a new 123,000 square feet building to consolidate the operations of the National Center for Supercomputing Applications.

Representatives of the Urbana campus visited or hosted eleven corporations about locating in the Research Park. In addition, the campus made more than 25 presentations to civic, government, alumni, and public service groups to build support.

In conjunction with these technology transfer efforts, the Urbana campus strengthened related academic programs. It solidified plans for a new Siebel Computer Science Center and a Post Genomics Institute (PGI)--facilities that will advance education and research in these fields. Urbana added six faculty positions in information technology fields and hired a senior faculty member to lead an important aspect of the PGI. The campus committed to provide 17 additional faculty positions in the PGI. Four initial research thrusts, raging from microtechnologies to the enhancement of functional traits in plants, were approved for the PGI. Plans were advanced for a new Department of Bioengineering. The campus also hosted the Biotechnology Workforce and Research Conference, including representatives from eight national corporations.

Taken together, these initiatives should provide new opportunities for technology-based economic development in Illinois. They will also help the Urbana campus remain competitive with other world-class research institutions for the very best faculty and student talent.

Western Illinois University
2001 Results Report – Executive Summary

The 2001 Results Report for Western Illinois University is organized around the six goals of *The Illinois Commitment*. The University has identified 40 initiatives that address the state agenda, each of which has been assigned a baseline performance measure for use in assessing institutional progress in future years.

Goal 1. Higher education will help Illinois business and industry sustain strong economic growth. WIU's contributions include the activities of the Illinois Institute for Rural Affairs, the Center for Management and Professional Development, externally funded grants, placement of graduates, increased business enrollments in the Quad Cities, growth in computer science majors, the annual Agricultural Mechanization Show, and cooperation with professional organizations.

Goal 2. Higher education will join elementary and secondary education to improve teaching and learning at all levels. WIU's contributions include a leadership role in the Illinois Virtual High School, a USDE Preparing Tomorrow's Teachers to Use Technology Catalyst grant, a USDLC Star School Engaged Learning Project grant, a Star Schools grant for on-line staff development, continuing projects of the Center for Best Practices in Early Childhood Education, a redesigned teacher education program, grant-supported assistance to the Central Illinois Adult Education Service Center, continuing technology training for Illinois school districts, and annual institutes for in-service teachers.

Goal 3. No Illinois citizen will be denied an opportunity for a college education because of financial need. WIU's contributions include innovative graduation and tuition guarantee programs for entering undergraduates, development of dual admission programs with Illinois community colleges, scholarship funding in excess of $1.5 million, and heavy reliance on financial aid by undergraduates and graduate students.

Goal 4. Illinois will increase the number and diversity of citizens completing training and education programs. WIU's contributions include a cluster of programs to increase minority enrollment and retention in teacher education programs, an alternative administrative certification program, an institute for training law enforcement personnel on applied topics, admission initiatives to encourage minority enrollment, activities of the award-winning Cross-Cultural Educational Program, training for faculty to teach a diverse student body, and international exchanges with Mexican and Canadian universities.

Goal 5. Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning. WIU's contributions include the award of continued accreditation to the University (through 2011) by the Higher Learning Commission (North Central Association), increased enrollments in the Quad Cities, assessment of student learning in all departments, investment in classroom and instructional equipment, continuing AACSB accreditation of the University's business degree programs, a results-oriented program review process, active participation in the Illinois Articulation Initiative, and strengthening of the campus honors program. A "best practice" example describes key elements of WIU's focus on excellence in undergraduate education. Summaries of FY2001 program reviews are included as an attachment.

Goal 6. Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability. WIU's contributions include continued progress in addressing deferred maintenance needs, implementation of a document imaging system, collaboration with other libraries to achieve cost savings, and development of web-based courses. A "best practice" example describes key elements of WIU's focus on excellence in administrative computing operations.

"Best Practice" Example – Excellence in Undergraduate Education

The following factors have assisted WIU's progress in attaining excellence in undergraduate education.

Mission – The WIU mission statement is a forthright expression of the institution's commitment to excellence in undergraduate education. It states in its entirety: "Western Illinois University will provide the premier undergraduate education among all public universities in Illinois supported by excellence in graduate programs."

"Western Guarantees" – With the aim of encouraging timely degree completion, WIU has implemented graduation and tuition guarantees for entering undergraduates. Participants in GradTrac, an optional program, are guaranteed graduation within 4 years if they satisfy program requirements. All entering freshman students are guaranteed fixed tuition, as well as fixed room and board rates, for 4 years of continuous enrollment.

General Education – Revised in the 1990s, WIU's general education requirements emphasize writing and mathematics skills, require a course in multicultural studies, and limit student selection to a restricted number of courses which faculty have determined advance the goals of the general education curriculum.

Instructional Facilities – For the past 5 years, the University has invested more than $1.1 million annually in new and replacement classroom equipment with the goal of modernizing instructional facilities and providing advanced information technology across the undergraduate curriculum.

Assessment of Student Learning – A national leader in the assessment movement, WIU has implemented program-specific assessment measures in all undergraduate and graduate degree programs, in the 5 disciplinary categories of the general education curriculum, and in baccalaureate-level skill areas with attentiveness to quality improvement.

Curricular Change – During the 1990's, WIU eliminated 8 degree programs and 10 options, most with low enrollments. Driven by assessment results, curricular revision is ongoing and has enabled faculty to consolidate resources and strengthen the curriculum.

Articulation – With two-thirds of WIU's transfer students entering from Illinois community colleges, faculty have participated actively in the Illinois Articulation Initiative (IAI) through service on general education field and baccalaureate major panels. Institutional transfer admission requirements are in full compliance with IAI policies.

Student Services – Student services supportive of the academic environment and responsive to student needs are an institutional priority as evidenced in student support for computer labs, a recreation center, bus service, and renovated dining facilities.

Advising and Registration – Coordination and standardization of undergraduate advising across campus has been assisted by the implementation of computer-based degree audit and on-line registration systems.

Faculty Development – Consistent with its commitment to effective teaching, WIU has continuously maintained a full spectrum of faculty development activities and services for 25 years, including an intensive orientation program for new faculty.

Faculty Roles and Responsibilities – The University's collective bargaining agreement with the University Professionals of Illinois emphasizes the importance of teaching in all retention, promotion, and tenure evaluations and mandates periodic post-tenure reviews to ensure instructional effectiveness and promote a student-centered learning environment.

"Best Practice" Example – Excellence in Administrative Computing Operations

Mission Statement — "To provide accurate, timely, and complete information to all qualified users in the most usable and appropriate form. MIS especially tries to make computerized administrative processes convenient and user-friendly for students."

Overview — The evolution and planning of Western Illinois University's Administrative Computing operation has been guided by two significant objectives: (a) to provide data processing services that are tailored to the needs of the University and, (b) to control the costs of the operation. The first objective recognizes that state universities have highly individualized data processing needs. A chief strategy has been to avoid outsourcing key systems and software. Although outsourcing often seems a tempting "quick fix" alternative, in practice most universities have found it to be a costly and inflexible option. The second objective is to control costs. Administrative Computing requires a stable workforce of talented and highly trained staff. It is difficult to recruit such people because the institution finds itself in direct competition with the private sector for the same personnel. WIU has solved this problem by hiring talented but relatively untrained individuals and subsequently providing the necessary specialized training. This "grow our own" strategy has produced a stable, loyal, and affordable workforce that has done much to provide the flexible service at low cost that the University has come to expect.

Student Terminal Assisted Records System (STARS) — STARS is available to all students through the University labs, the WEB, and Interactive Voice Response (IVR). There are 26 menu options allowing students to register, check for open classes, review department course listings, and view University catalogs, transcripts, degree plans, bills, address information, financial aid information, WARD (WIU degree audit system) reports, major/minor/advisor status, and academic calendars. Students may also use STARS to purchase additional meal plan points, apply for parking permits, apply for VA benefits, renew housing contracts, view and change lifestyle survey answers, apply for the long distance telephone service offered by WIU, and request an Illinois Voter Registration Application.

Online Grade Distribution — Report cards are no longer mailed to students unless they specially ask for them. Grades can be viewed the next working day after faculty submit them to the Registrar. Students can view their grades on lab terminals or throughout the world via the World-Wide Web. Students can also hear their grades through WIU's IVR system and request that the grades be faxed or e-mailed to them.

Online Voting in Student Government Elections — Online voting for students is available through STARS. Students can vote in student government elections, student referendums, and Homecoming King and Queen elections.

Alumni and Donor Tracking System — The alumni and WIU Foundation system tracks all donor giving. Donations are tracked by pledged amounts, campaign types, donation level, donor type (alumni, corporate or private), donor giving history, alumni event invitation and participation, gift in kind, and planned giving.

Online Employee Payroll Information — Employee payroll and personnel information may be viewed online by faculty, staff, and student employees through the online administrative system or STARS. The information available includes current payroll check amount, deductions, personal/phone/address information, contract information, insurance benefits, tax shelter amounts, W2 information, savings bond information, year-to-date totals, and sick and vacation benefits.

INDEPENDENT INSTITUTIONS
NOT-FOR-PROFIT COLLEGES AND UNIVERSITIES

THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY

Annual Results Report - 2001

Introduction and Background

The Chicago School of Professional Psychology educates individuals whose professional practices exemplify a long-term commitment to understand and respect individual and cultural differences. The programs at The Chicago School are predicated on the belief that a competent professional must have a broad knowledge of scientific and theoretical principles and the ability to apply that knowledge to specific situations. The curricula and training opportunities prepare graduates to deliver outstanding professional services emphasizing the need to understand diversity and the importance of working with underserved populations. Many of our alumni are employed in areas other than clinical psychology, throughout business, industry, government and public interest organizations.

The Chicago School has historically offered a Master of Arts and a Doctor of Psychology degree in Clinical Psychology, only. Beginning with its first class this fall, a Master of Arts program in Organizational and Industrial Psychology will begin. The school has also filed its application with IBHE for authority to award a Master of Arts degree in Forensic Psychology, with courses to begin in Fall, 2002. No undergraduate programs are offered by the school. The school is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools; the Clinical Psychology Psy.D. program is accredited by the American Psychological Association.

Major institutional goals for the next 3-5 years include:

1. Strengthening the Psy.D. program by expanding its enrollment by approximately 20% while increasing student quality.
2. Increasing academic and non-academic support for students.
3. Improving the institution's technological capabilities.
4. Creating an environment in which Faculty can concentrate their energies on teaching, student advisement, scholarship and professional activities, and service to the school community while enhancing their own professional development.
5. Expanding the scope of the institution's educational offerings to encompass other areas of psychology and related behavioral and health sciences.
6. Stimulating the student body to become more active in professional development and other activities that will enhance their educational experience and, ultimately, their professional success.

7. Engaging multiple constituencies - including Board members, alumni, civic and business leaders - in a manner that generates good will and support for the school.

8. Evaluating the school's long-term needs and best options for facilities.

It is these goals that drive the allocation of all our resources – personnel, money, and institutional energy. We are a small school (total enrollment is approximately 350 students and our operating budget is just under 3.25 million dollars) with large ambitions. Some of our institutional goals directly relate to those of *The Illinois Commitment*, some indirectly relate. All are designed to strengthen the institution and the quality of the education provided to students. By so doing, we will assist business and industry in sustaining strong economic growth, improve productivity and the quality of education, and increase the number and diversity of Illinois citizens completing training and education programs, thereby enhancing the communities in which we live.

The Illinois Commitment

The goals of *The Illinois Commitment* speak to The Chicago School's mission of education, innovation, service and community. Driven by our mission and our institutional priorities, we have achieved the following:

Goals and Progress

1. *Higher education will help Illinois business and industry sustain strong economic growth.*

Current: The Chicago School has best contributed to this goal by the development of two new programs at the master degree level; a Master of Arts program in Organizational and Industrial Psychology; and, if approved, a Master of Arts program in Forensic Psychology. The former is specifically designed to provide graduates with the essential diagnostic and consultative skills to help organizations, and the individuals within them, solve problems, perform effectively, and grow. Students learn:

(1) the necessary knowledge and skills to lead personnel selection, development, and organizational change initiatives in any work setting;
(2) the theoretical frameworks to support interventions that make people and organizations more efficient and effective;
(3) effective decision-making and problem-solving practices to provide professional, state of the art services to people at work in both the public and private sectors.

The Forensic Psychology program will train practitioners to work in the following areas:

- Secure Forensic Units in State Facilities
- Community Mental Health Centers
- Jails/Prisons, Probation Services
- Court Service Units

- Protective Services
- Specialized Agencies (i.e. Child Advocacy Centers)
- Law Enforcement

Organizations, and administration and development of the programs in those organizations, will be enhanced by the employment of those trained in the area of forensic psychology.

Through these programs, the school will produce a better-educated workforce for the businesses and industries of Illinois.

Future: The school is beginning initial evaluation and assessment of whether there are other areas in which it can assist businesses and industry. One such area that has been identified is customized courses or certificate programs for specific companies. The school is utilizing its Trustees and members of its program advisory boards to identify such opportunities.

2. *Higher education will join elementary and secondary education to improve teaching and learning at all levels.*

Current: Under the direction of a faculty member, Chicago School students provide reading tutoring services to St. Nicholas grade school in Evanston. Ten doctoral students participate in the program, working with approximately 175 grade school students per month.

Future: In light of the school's size, single discipline focus, and limited resources, there are no plans to have significant programs or projects in this area. The school remains open to such opportunities however, provided it can appropriately staff, fund and manage its participation.

3. *No Illinois citizen will be denied the opportunity for a college education because of financial need.*

Current: The Chicago School does not offer undergraduate programs and, therefore, does not contribute to, or have an impact on, issues affecting the financing of students at the college level. As for our students, we have limited scholarship monies and a modest amount work-study and assistantship positions available to assist our students. Fortunately, we also have four students who are ICEOP scholarship recipients, allowing those students to complete their doctoral studies with less financial hardship than they might otherwise incur.

Future: We will continue to seek funding opportunities for students studying at the graduate level. For example, we believe institutions providing psychology education should be eligible for funding under the state's Health Services Education Grants Act, and we are working with our professional associations to move this agenda item forward. When one looks at the list of health professions covered by the act, mental health professionals are conspicuously absent.

4. *Illinois will increase the number and diversity of citizens completing training and education programs.*

Current: The school has had a long-standing commitment to diversity as part of its educational mission. A diverse student body is actively recruited each year; over 25% of last year's fall entering class self identified as other than Caucasian. Nineteen percent of all those enrolled in Fall 2000 self identified as other than Caucasian.

Future: The school will continue its efforts in this area and expects that the addition of two programs as the master's level will have a positive impact on expanding representation of all groups within its student body.

5. *Illinois colleges and universities will continually hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.*

Current: The school has always had a rigorous system of assessment of student learning in its doctoral program. For example, doctoral students are graded in their courses in the traditional manner and also receive a Professional Performance Evaluation for each course, are reviewed annually for any concerns or deficiencies by the entire faculty, and their performance is monitored closely by their faculty advisors, the Director of Clinical Training (and clinical site supervisors) and ultimately, by their dissertation committee chair. Students who fail to perform at an academic level appropriate to the program are placed on academic warning and are referred to the Program Director and/or the Student Affairs Committee for remediation.

The curriculum is regularly reviewed by the faculty's Educational Policies Committee (EPC). Based upon the EPC's findings and recommendations, and after further review and discussion, the faculty makes any needed changes in the curriculum in insure students are being taught the substantive content required for their profession.

Future: The school will continue assessment of its students' learning and the curricula across programs, as appropriate.

6. *Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.*

Current: The Chicago School has begun a conversion to a new administrative software system that will improve its productivity and cost effectiveness in the areas of student records, admission, and student billing. In addition to enhancing and streamlining internal office operations, our students will be able to apply and register for courses, check their academic transcripts, and manage their schedules on-line.

In addition, during its recent self study process for regional re-accreditation, the school identified a number of processes that were outdated, cumbersome, or otherwise ineffective. As a result, some were substantially changed, some modified as needed, and others were abandoned. These

changes have improved administrative functions and also increased the level of accountability for students in such areas as timely dissertation and program completion.

At the present time, the Chicago School maintains a first-rate library of educational literature and journals. In addition to its core collection, the library subscribes to more than four dozen electronic databases with access to 35 million items worldwide thus maximizing access to information while avoiding costs associated with paper based collections and subscriptions.

Future: The school is hampered by its limited resources in its efforts to significantly improve its technological capabilities. For example, we believe that by equipping our students with the latest in information and computer technology, the school will have the capacity to advance education and health care practice at the same time. In addition to cost savings, our students will become more adept in the capability of delivering mental health and health services via today's technology.

With the desired technological advances, a platform for web-based education could dramatically improve current course offerings and allow for greater community outreach, presence and education. New web-based educational offerings would increase the ability of working students (often older and with families) to participate in our programs both as a degree-seeking or continuing education student seeking re-specialization. The school could participate in the *Illinois Virtual Campus Program* as one means of insuring Illinois residents are able to access vital academic programs. Moreover, mobile hardware and appropriate software would greatly enhance the school's ability to provide improved and innovative clinical services at community sites.

Finally, new and useful psychology-related Internet web sites are creating increased demand for improved technology capabilities. Improved access to information technology will ensure that our present and future student body will have the most up-to-date clinical data and research available. With additional funding, a greatly enhanced network of information would be available to the library through other on-line databases or consortial and reciprocal network agreements.

The school has sought, and will continue to seek, the financial support needed for it to fully participate in the benefits available through technology.

Conclusion

The Chicago School shares the state's commitment to the goals articulated above. The depth and breadth of its ability to fully participate in each of these goals, however, is limited by its graduate level, single discipline, mission and its limited resource base. Nonetheless, the school is making significant progress in relation to its institutional goals and priorities, as well as those of *The Illinois Commitment.*

Concordia University
River Forest, Illinois

2001 *The Illinois Commitment* Results Report

Executive Summary

Concordia University commits itself to meeting and exceeding the needs of students and stakeholders. Annual program and budget development processes strive for goals which are significantly aligned with state expectations.

Goal 1 Economic Growth

- Graduates of teacher education programs positively affect Illinois citizenry and industry
- Regular formal review and accreditation review processes keep curricula up-to-date
- Increased number of Liberal Arts students take on professional experiences
- Degree completion program targets adult learners

Goal 2 Teaching and Learning

- Healthy teacher education program fosters ongoing contacts and feeds Illinois schools
- Institute for Urban Ministries fosters ongoing relationships with urban teachers and administrators
- Participation and leadership in Associated Colleges of Illinois (ACI) College Readiness programs positively influence Chicago high school students
- College skills programs assists under-prepared college students
- Workshops and professional development opportunities yield improved Illinois teaching

Goal 3 Affordability

- Financial aid awarded to some ninety percent of undergraduates
- Tuition Lock-In program simplifies financial planning and control costs

Goal 4 Access and Diversity

- Degree completion program attracts nontraditional students
- Planning for minority social activities, entertainment, and religious opportunity is underway
- Articulation agreements ease access for transferring students
- Freshman Experience reduces stress of starting college and motivates student to remain to graduation

Goal 5 High Expectations and Quality

- Regular and comprehensive assessment provides scrutiny for programs and courses
- Ethics and World Studies are required in undergraduate programs
- Faculty attend technology training workshops
- 90% of undergraduates have first placement in intended career position
- Senior testing for General Studies and departmental assessment of seniors measure effectiveness of academic offerings

Goal 6 Productivity and Accountability

- In-place continuous improvement synergetic with accreditation reviews for NCATE and NCA AQIP
- Process reengineering is part of administrative software change
- Facilities plan targets significant current and five-year improvements
- Strategic plan directs unit action plans
- New financial model allocates full costs to programs under review

Best Practice

Concordia University is proud to be home to the West Suburban Satellite of Cook County Child Care Resource and Referral (CCR&R). This satellite is one of six in the county. The CCR&R provides training and technical assistance to child care providers, as one source for continuing education for staff and administrators in child care facilities. In addition, there are evening workshops in English and Spanish, and information regarding DCFS licensing is available. The CCR&R maintains a Toy Lending Library and a Provider Resource Library, including die-cut and laminating machines.

Collaboration with the CCR&R is a way to achieve Concordia's mission of equipping "men and women to serve and lead with integrity, creativity, competence and compassion in a diverse, interconnected, and increasingly urbanized church and world." The satellite promotes and enhances developmental practice, very much within Concordia's mission and historic role of bringing up generations of educators.

Funding for the work of the CCR&R comes from the Illinois Department of Human Services. Concordia is a fiscal agent in this endeavor, providing administrative support for the operation, giving office and workshop space, and accounting, print, and computer services. Additionally, Concordia students, especially those in the Early Childhood Education and Elementary Education programs, get practical exposure to issues in urban child care.

There are 5 staff persons in this satellite, which serves 5,000 child care providers. Over 10,000 hours of training have been provided, eighty percent of which have been on the Concordia campus.

(The Cook County CCR&R is one of sixteen Satellite Delivery Areas in the state. In addition to provider services, the CCR&R also provides Parent Services, which helps parents find child care, and Subsidy Services, which help parents obtain help with subsidy paperwork. CCR&R offices exist in all fifty states, with the headquarters in Washington, D.C.)

The Cooking and Hospitality Institute of Chicago

IBHE Results Report

Over the last year the Cooking and Hospitality Institute of Chicago (CHIC) has extended its influence beyond the borders of Illinois and the United States, but understands it's primary responsibility is to its immediate stakeholders.

Help Illinois Business and Industry sustain strong economic growth: The President of the Institute serves as a member of the Workforce Development Committee of the Chicagoland Chamber of Commerce and in an advisory capacity to the Illinois Restaurant Association. The Institute is currently exploring formal partnerships with Guinness UDV, the largest liquor distributor in the United States, to provide guidance in the development in wine and spirits courses and the functional design of the Institute's new student-run restaurant.

Join elementary and secondary education to improve teaching and learning at all levels: The Institute continues to support the academic and artistic endeavors of Chicago Public School's Gallery 37 School of the Arts. The Institute made available two $7500 scholarships to Chicago Public School students participating in its Career Through Culinary Arts (CCAP) program and provide facility and product for student practice in competition.

Ensure that no Illinois citizen will be denied an opportunity for a college education because of financial need: With few exceptions, all new and continuing students have financing options that assure affordability and adequate funding of their college education. Aside from, Federal Title IV financial aid and alternative private loans through Salle Mae and Educaid, the Institute offers additional loans (with institutional recourse), that require student in-school commitments of $150 a month. Students can also obtain part-time jobs through the career services department or can obtain temporary assignments through the Institute's staffing agency, Hospitality Staffing Solutions.

Increase the number and diversity of citizens completing training and education programs: Over the last year CHIC's Full-time student population has increased from 23% to 75% of the student population. The high school population has increased from 6% to 20%. The graduation rate has increased from 75% to 80%.

Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning: The Institute recently created and filled the position of Director of Assessment and Regulatory Compliance. This position will enhance the assessment procedures already in place. We have added

software in the ESL Language Lab and a one-term Developmental Studies program designed to help strengthen student basic math and/or language skills.

Keller Graduate School of Management's curriculum is outcomes-based. Students are evaluated through quizzes, examinations and research projects on their accomplishment of the terminal course objectives. In addition, on the end-of-term evaluation survey, students not only evaluate the faculty member's instructional delivery and course content but also evaluate the faculty member's coverage of the terminal course objectives.

Midstate College continues to strengthen the quality of its academic programs and assessment of student achievement with appropriate level competency-based objectives for both the associate and baccalaureate level courses and departmentally established criteria for evaluation which has strengthened the assessment initiative.

Northwestern Business College's assessment of student academic achievement continues to be integral to continuous improvement of programs and courses. To ensure consistency in covering course objectives, several academic departments have written standardized tests for several courses within their programs and administered to students as a final exam. Student performance is also compared in different sections of the course to ensure that all faculty are covering the course objectives. As well, student achievement on the exam is analyzed to determine if course of program changes should be implemented.

Rockford Business College constantly evaluates and upgrades course requirements to assure that the highest level of training is provided. In addition to completing the educational requirements of the computer programs, students are also encouraged to pursue vendor specific certifications. Instructors in the Computer Department are also required to meet certification requirements for the courses they teach.

GOAL 6 - Improve Productivity, Cost-Effectiveness, And Accountability. ***During the past year, reporting institutions have improved technology, streamlined operations and formed partnerships with other local institutions to improve productivity, cost-effectiveness and accountability.***

The Cooking and Hospitality Institute of Chicago has instituted a new performance appraisal process for all staff and faculty which includes a 10 million dollar investment in facility expansion and improvements.

Midstate College has been actively strengthening their strategic planning process with representation from all areas of the college. In response to the growth in computer-related occupations, the college has offered specializations in web-design, networking, applications programming, and software applications.

Rockford Business College has made software upgrades to improve productivity and cost effectiveness for their students, is developing a new database to track student leads, and created a new Director of Marketing and Advertising position to allow RBC to focus more closely and more cost effectively in the placement of advertisements.

two coordinators to work directly with students, especially those that are exhibiting poor academic performance and attendance.

Improve productivity, cost-effectiveness, and accountability: The Institute has instituted new performance appraisal processes for all staff and faculty. Over the next year the Institute will be investing $10 million in facility expansion and improvements including demonstration classrooms with a live Internet feed.

Executive Summary

DePaul University made significant contributions to the six goals set forth by the Illinois Board of Higher Education's *Illinois Commitment—Partnerships, Opportunities, Excellence* during 2000-2001.

Model Program: DePaul has assumed a leadership position in the state on community-based service learning. A $5 million gift to the university this year enabled us to expand its scope by establishing a center to champion it. To date, 1,500 students have enrolled in 90 community service courses and provided assistance to 150 community organizations. The concept of integrating service and learning supports a goal in the university's strategic plan that calls upon us to increase opportunities to engage society in the life of the university and by doing so, create positive change.

Goal 1: DePaul benefited Illinois business and industry in a number of ways. Our Career Center worked with many top companies to fill key vacancies and create a pipeline of qualified employees. The university reached out to small businesses by linking students with entrepreneurs interested in gaining valuable market research and business strategy advice. In addition to student research, faculty research provided insight into key business problems. DePaul also created new programs in business and technology to prepare a skilled workforce for the new economy.

Goal 2: DePaul has a strong track record of helping elementary and secondary schools improve teaching and learning. This year we established the Interdisciplinary Science and Technology Center to support the teaching of science, math and technology. It complements our National Aeronautics and Space Administration Science Center for Education and Outreach. These centers provide programs to teachers at area grade schools and high schools to reinvigorate their classroom activities in the areas of science, math and technology education. Other initiatives pertaining to this goal include the work of DePaul professors who have conducted research projects in the schools on a number of topics; our Center for Urban Education, which is a showcase program that has interacted directly with classroom teachers on a daily basis for many years; and grants the university has received, such as one to provide "digital divide" remedies to community members in Humboldt Park and West Town.

Goal 3: DePaul has always been a place where qualified students could afford a high quality education and this year we made additional strides to achieve that ideal. Sixteen percent of freshmen filing for financial aid in 2000 had a family income at or below the poverty level of $24,000 annually. We were careful to provide financial assistance to these families in a manner that would not burden them with unmanageable debt. We also limited undergraduate tuition increases to keep costs below tuition rates at peer private institutions, and below the average for private universities across the country.

Goal 4: More than 5,000 students graduated from DePaul in spring commencement ceremonies. This year DePaul entered into a strategic alliance with Barat College to help the struggling school, which had an enrollment of about 750 students. Not only will the school continue to exist, but plans now call for increasing the mix of undergraduates and graduate students to 2,500 within five years. DePaul's Office of Continuing and Professional Education experienced tremendous growth this year, especially in courses that prepare individuals for certification exams in various fields. DePaul also expanded its suburban strategy to bring quality education closer to students where they live and work by opening a campus in Rolling Meadows. In its first year, the campus reached its capacity four nights per week.

Goal 5: Academic quality is the cornerstone of a university's reputation. Several of DePaul's programs are highly ranked by third parties. The Kellstadt Graduate School of Business offers the No. 4 part-time MBA in the nation, while the College of Law features two nationally ranked programs, Intellectual Property and Health Law. DePaul also has implemented a system of university-wide academic program review to maintain and strengthen academic programs.

Goal 6: As a tuition-dependant institution, DePaul operates in a cost-efficient manner by necessity. The university made a $12 million investment to improve and integrate its student, financial and human resources systems to make them more efficient and put more information at the fingertips of students and employees using the World Wide Web.

A Model Program

DePaul University has distinguished itself in the arena of community-based service learning by combining its rigorous undergraduate curriculum with service learning opportunities that benefit the community. In May the university launched the Irwin W. Steans Center for Community-based Service Learning with a $5 million gift given to help DePaul expand its integration of academics and community service, and make the community a partner in educating students.

DePaul began incorporating community service into its curriculum in 1998 as part of its strategic plan. It began with five classes that were primarily undergraduate and concentrated in the College of Liberal Arts and Sciences. Today, community service courses are offered university-wide. To date, some 1,500 students have participated in more than 90 community service courses and worked in more than 150 community organizations across the city as part of the service learning initiative. Executive Vice President for Academic Affairs Richard Meister has led the charge for DePaul to transform itself into the New American University that the late Carnegie Foundation president Ernest Boyer envisioned. This new university is one that gives primacy to teaching and learning and engages society through its educational mission.

Community service courses provide DePaul students with realistic situations in which they can apply classroom theory while gaining practical experience working with local nonprofit organizations. Each course requires a minimum of 25 hours spent outside of class working with a community organization on a project that relates to the information covered in class and defined by the community partner as important. Students also can pursue a minor in community service that prepares them to assume leadership roles in community and nonprofit agencies. Laurie Worrall, who directs the Steans Center, said increasing numbers of universities across the country have begun to explore the benefits of service learning during the past 10 years.

"We believe that service learning is a teaching methodology that links to important aspects of the university's mission—education and community service," said Worrall. "It is a viable pedagogy, but it is still fairly new in higher education. One thing that sets DePaul apart is that someone of Harrison Steans' stature, with a proven commitment to communities and service, has made such a generous contribution. This is a strong validation of the work we do."

Students at DePaul embrace the notion of service learning. Donna Bucko, 23, learned more than the case law surrounding legal issues that involve race when she took a community service class on race, racism and U. S. law at DePaul's College of Law. The second-year law student investigated how the Illinois Housing Development Authority allocates funds and resources to Latinos for the housing advocacy organization, Latinos United. "It was an incredibly eye-opening experience to be able to apply what we learned in class to a real life situation," said Bucko, who has dreamed of becoming a public interest lawyer since she was five years old. "When you're a law student, you're isolated from real world experiences and have the tendency to look at your law books and think they are gospel, without considering how they affect real people's lives. This experience shows both sides."

Community partners participating in DePaul's program are nothing less than excited about the opportunity to tap valuable human resources while helping students learn. DePaul students have worked with such partners as Friends of the Chicago River, El Centro de Educacion y Cultura and the Agudas Achim Temple. They also have taken on a variety of projects including conducting a feasibility analysis study for a mid-sized grocery store in Humboldt Park, developing resume writing software for a temporary help organization and removing buckthorn from the Chicago River. "We had a diverse group of students who were exposed to a reality of a community in a way they would not in a classroom or by reading a book," said Mervin Méndez, director of programs for Latinos United, which has worked in partnership with DePaul for the past two years. "The DePaul students helped us get a good deal of work done in a short period of time that we would not have had the resources to do ourselves."

For DePaul faculty, community service helps bring class presentations to life. "As a professor, community-based service learning classes give me the opportunity to present the 'seeing is believing' theory," said Sumi Cho, a professor of law who teaches the community service course on race, racism and the law. "Students don't have to believe something just because they read it in a book. They get a real life link to how it plays out in the real world."

The Illinois Commitment: Partnerships, Opportunities, and Excellence
DeVry Institute of Technology - Chicago Campus
IBHE ANNUAL RESULTS REPORT – JULY 2001

The DeVry Institute of Technology Chicago Campus is a special mission post-secondary institution on Chicago's northwest side. During the past year, the college has met the goals established by the Illinois Board of Higher Education (IBHE) through a variety of programs. These programs have contributed toward the economic growth of the state; strengthened and enhanced partnerships with the Chicago Public Schools and other school districts; responded to the financial needs of students; continued support for a more diverse student body; established higher expectations of performance for its students; and worked to improve the college's curriculum, instructional delivery and student learning.

The work toward expanding the economic growth of the state has focused on an investment in the development of its employees, renovating older campus facilities, adding new technological equipment, and revising curriculum to meet business and industry needs. New degree programs have been developed to respond to business and industry needs and graduates, who pursued employment, have been placed in jobs at an overall 92% placement rate in careers related to their degree programs of study.

Partnerships with K-12 schools have been strengthened and enhanced by enrolling increasing numbers of qualified Chicago Public School juniors and seniors in college level programs, expanding a special summer web development program for high school students and teachers, and through a teacher fellowship program. The college also continues to collaborate with NSERVE in an Education to Careers Partnership for high school students from a variety of school districts in the Chicago metropolitan area. A new Women and Technology partnership between secondary education, DeVry, and industry was begun that is focused toward motivating and encouraging female high school students to pursue careers in technology.

The financial need of DeVry students has been addressed through well-developed financial aid services utilizing State of Illinois MAP funds, scholarships and loan opportunities.

DeVry/Chicago also assists students by employing over 100 student workers through college-funded work and the Federal Work Study (FWS) Program. Student workers have the opportunity to develop communication, leadership, and interpersonal skills, while helping peers through tutoring, creating newsletters, and providing direct service to students. Student employment provides valuable learning experiences and credentials for building career portfolios to market themselves for employment.

The Chicago Campus of DeVry Institute of Technology has a rich ethnic and age diversity. The largest ethnic groups are African Americans (35.8%), Hispanic (22.9%), Asian (13%), and Caucasian (27.8%).

Student accountability has focused on the requirement of a common writing final in composition courses, new student assessment efforts, and new standards of academic progress. The development of the instructional lab has focused on improving the writing skills of students and an ESL lab has promoted improved language skills of the students who have English as their second language. The college's Electronics Engineering Technology program holds to the standards of the Technology Accreditation Commission of the Accreditation Board of Engineering and Technology (TAC of ABET).

Other program improvements have focused on assessment processes in all degree programs, the use of advisory boards as resources for curriculum restructuring, student satisfaction surveys as one focus on effectiveness, program and interdepartmental student focus groups, and new initiatives for faculty development.

The following provides a more detailed description of the programs and activities embarked on by the Chicago Campus of DeVry Institute of Technology to meet the six IBHE goals.

ECONOMIC GROWTH *(Help Illinois business and industry sustain strong economic growth.)*

Investment In Human Resources, Facilities, and Equipment

Fiscally, DeVry/Chicago has been investing over a million dollars a year in the building and support of new programs and the technology necessary for these programs to meet the needs of DeVry/Chicago's diverse student population.

DeVry/Chicago's commitment to excellence is centered on the needs of a highly diverse student population and is paramount to its equally diverse and highly qualified faculty and staff. DeVry's annual fiscal investment in its faculty and staff represents approximately 76% of its direct cost of instruction and services to its students. DeVry/Chicago is proud of the fact that its capital investment in its facilities and technology, as well as its annual investment in its faculty and staff, comes from tuition and fees as well as private capital interests. This continual commitment to excellence on DeVry's part has been accomplished and will continue to be accomplished in a fiscally sound and responsible manner. The net cost to its students is increased at a rate that meets institutional needs and is conscious of the ability of students to pay.

Career Placement and Career Awareness

For 2000, 604 students successfully completed their designated programs of study:

Accounting	51	94%
Business Administration	54	96%
Computer Information Systems	205	87%
Electronics Technicians	146	93%

Electronics Engineering Technology	124	91%
Technical Management	24	92%

During this period 92% of all graduates actively pursuing employment were employed in full-time career related positions within 6 months of graduation.

As part of an ongoing effort to increase student awareness about company cultures, industry trends, expectations, and needs, program specific forums were sponsored for all students to meet business representatives to discuss required skills and competencies necessary for successful working relationships with their companies.

Students are encouraged and assisted with finding career-related work experience while completing their educational studies. To address this need, part-time job fairs are held three times each year. In 2000, 145 students participated in the Career Related Employment (CRE) program, 83 (57%) students were placed in part-time career related positions, and 95 % of those students who were employed, earned money to help meet their educational expenses. Student's at DeVry receive information on CRE programs through presentations made in first term classes, new student orientation sessions, part-time job fairs, articles in the Career Services Center newsletter, through instructors, and by referral to the CRE manager by Career Services Center staff.

Career Services coordinates specific Business focus groups twice a year to gather information and provide relevant data to academics for future curriculum development.

Curriculum Development

In response to the increasing demand for and continuing shortage of technology workers in the state of Illinois, DeVry/Chicago has fully implemented three degree programs within the past year and a half; a second degree program in Information Technology; a baccalaureate degree program in Telecommunications Management; and a Computer Engineering Technology degree program. DeVry's Telecommunications Management program integrates technology and business management content to prepare students to apply data and voice networking as a business strategy. The Information Technology program, designed for people who already hold a bachelor's degree, is designed to provide or enhance critical technology-related expertise of professionals in industry today. The Information Technology program began in the summer of 2000 and is offered in an accelerated, weekend college format.

In the spring of 2001, DeVry/Chicago began offering a new degree program; the baccalaureate degree program in Computer Engineering Technology. This program includes courses, which involve the design and application of computers and computational processes. The Computer Engineering Technology Program prepares graduates to develop and test computer hardware, networks and peripherals, as well as software programs and systems.

Several areas in the current Student Academic Center building have been renovated for additional classroom and improved program services space. The total space for both buildings is approximately 154,000 square feet.

K-12 PARTNERING *(Join elementary and secondary education to improve teaching and learning at all levels)*

College Excel

College Excel is a partnership between DeVry Institute of Technology and the Chicago Public Schools. College Excel offers qualified high school juniors and seniors an opportunity to engage in college level learning and receive both college and high school credit.

This program, funded by the Board of Education, is available at no cost to qualified students.

Enrolled high school students may take up to four college courses at DeVry in the following areas.

- **Accounting**: Students gain valuable experience in utilizing a variety of accounting methods, software packages and acquire a broad business perspective.
- **Business Information Systems:** This program focuses on using software applications to create business solutions for broad business functions.
- **Computer Information Systems:** Students gain knowledge of basic systems analysis and design of business programming.
- **Electronics:** Students gain knowledge of electronics concepts and applications with test equipment and computer software.
- **Telecommunications Management:** This program prepares students to plan, design and administer voice data communications systems

Since 1997, almost 696 students from over 42 Chicago area high schools have been enrolled in DeVry's College Excel program. During the past year, the program continued to grow and enrolled over 300 high school students.

In addition, to encouraging College Excel students to continue their education, DeVry has provided 3 full and 9 partial competitive scholarships for students who chose to pursue studies at DeVry/Chicago upon high school graduation.

net. builders

In July 1999, DeVry created a pilot summer camp program that was designed to provide training for Chicago area high schools in web technology and professional development. This program was offered at no cost to the participants of their high school. The intent of this workshop was to build a web site for the participating high schools and provide the training to maintain the sites. Over 108 teachers and students from 27 area public and private high schools have participated in the net.builders program. During the nine-day session, participants have developed career awareness skills, public speaking techniques and web site development and design skills. These student-developed web sites were evaluated by industry professionals and DeVry provided monetary awards to the top three teams.

NSERVE (North Suburban Education to Careers Partnership formerly known as Gateway to Electronics)

The Education to Careers Partnership is a partnership between education and the private sector designed to provide high school students with exposure to careers in electronics and manufacturing. Through a variety of experiences, students learn about the dynamic growth of the electronics industry; the careers that are available; and the skills required for career success. More specifically, this program is designed to provide high school students with concrete experience in what engineers do. Over a two-day period, these students participate in workshops that provide them with experience from both the designer and the technologist perspective. While on our campus, the students are provided the opportunity to both create a digital simulation using computer technology and a "hands on" application to build a digital clock.

Since 1997, over 165 students have benefited as a result of this collaborative effort between NSERV members (Evanston, Glenbrook, Maine, New Trier, and Niles Township High Schools), higher education (DeVry/Chicago and Oakton Community College) and the business community (3 Com, Motorola, Midwest Automation, and Federal Mogul).

Educator Fellowship

DeVry Institute of Technology offers high school teachers and counselors an opportunity to continue their education or upgrade their skills in areas such as computer programming, management, electronics, local area networking, humanities, social sciences and accounting. Up to 32 credit hours from our curriculum may be taken at no cost during our regularly scheduled class sessions. Tuition, fees and parking stickers are covered. Participants are responsible for the cost of textbooks.

To qualify for enrollment, participants must meet the following requirements.

1.) Current full-time permanent high school teacher, counselor or principal

2.) Letter of recommendation from principal

3.) Completion of enrollment application

Courses are available in all academic offerings.

Women and Technology
Women and Technology is a partnership between secondary education, higher education and industry with the objective of motivating and encouraging women (high school juniors and seniors) to pursue careers in technology.

This three-phase program includes career awareness, hands on lab experiences, employer panel, company tours, and a scholarship competition.

During its pilot year, 2000-2001, over 100 young women have participated in this collaborative effort between higher education (DeVry/Chicago, DeVry/Tinley Park, and DeVry/Addison), secondary education (Lincoln Park, Notre Dame for Girls, Near North, Elk Grove, Roosevelt, and Andrew High Schools) and industry (Ameritech, Lucent Technologies, Motorola, Panduit, and Trans Union).

FINANCIAL NEED ***(Ensure that no Illinois citizen will be denied an opportunity for a college education because of financial need)***

MAP Funds
By participating in the State of Illinois MAP program on behalf of our students, DeVry/ Chicago commits to the following State goals:

1. Ensure that no Illinois citizen will be denied an opportunity for a college education because of financial need.

2. Increase the number and diversity of citizens completing training and educational programs.

During fiscal year 2001, DeVry/Chicago paid 2,865 students approximately $8,766,000 in MAP funds and an additional $142,000 in IIA funds. Without these funds, many of the recipients would have had no other choice but to increase their loan burden in order to access a DeVry College education. In addition, many of the recipients would not have had the funding to successfully meet the added indirect cost of a College education due to full/part time educational loads which either reduced or eliminated employment opportunities while they are pursuing a DeVry College education.

For the fiscal year 2002, DeVry/ Chicago estimates that both the recipient pool, as well as the dollars from the MAP program, will increase creating greater commitment and accountability to the above stated goals. For fiscal year 2002, it is estimated that DeVry/Chicago's number of recipients will increase, thereby increasing MAP funding to levels approximating $9,000,000. This increase in funding for fiscal 2002 is attributed to

the fact that DeVry/Chicago students will continue to participate in both the ever increasing Summer MAP Funding Program, as well as the growing Technology State Grant Program.

Scholarships

During fiscal year 2001, DeVry/Chicago provided approximately $220,000 through various scholarships and fellowships to approximately one hundred students who demonstrated both financial and academic achievements. These dollars are used to cover the direct cost of a DeVry education as long as the student remains qualified for continued participation in the program. It is anticipated that these institutional scholarship and fellowship dollars may increase during fiscal year 2002 in support of the stated goals of affordability and access and diversity.

Loan Opportunities

DeVry/Chicago continues to provide all students with the DeVry Educard® Payment Plan. The objective of Educard is to provide a loan source for students to pay tuition and book costs for attendance at DeVry. It offers the student a monthly payment plan that is worked out in accordance with the student's individual financial circumstances. This program, within itself, has provided access to a DeVry College education for countless Illinois citizens over the past years as well as adding a complementary resource for students with demonstrated financial need. In addition to Educard®, DeVry has made alternative financing available for students through alternative loans which are available from DeVry preferred lenders.

DIVERSITY ***(Increase the number and diversity of citizens completing training and education programs)***

Campus Population

As of the Fall Term ending on March 4, 2001 the following is a breakdown of the DeVry/Chicago population.

Ethnically, DeVry/Chicago's population breaks down into the following groups: African American, 35.8 %; Native American, .5%; Hispanic, 22.9%; Asian, 13%; and Caucasian, 27.8%.

Citizenship Status. 78% of DeVry/Chicago's students are U.S. citizens. 19.5% are permanent residents in the process of becoming citizens. 2.4% of the students are International/Visa students, and .1% are in the "unknown" category.

Gender. Of DeVry/Chicago's population, 31.98% are female and 68.02% are male. Several initiatives are being instituted to increase the participation of women in technology related degree programs.

Age. The mean age of the DeVry/Chicago student population is 23 (21 for full-time students and 27 for part-time students).

Enrollment Services has targeted its resources and hired a multicultural coordinator to recruit various ethnic groups and to increase the female student population.

ACCOUNTABILITY *(Hold students to even higher expectations for learning and be accountable for the quality of academic programs and the assessment of learning*

Common Writing Final

To assure that students have demonstrated college level writing competency necessary for their success in completing program requirements as well as in the workplace, DeVry/Chicago has implemented a competency-based final exam that the student must pass to receive credit for their first composition course. This Common Writing Final requires students to write a five paragraph essay at the end of the term which is evaluated by two composition instructors other than the student's own. DeVry/Chicago students who have received approval to complete a composition course outside of DeVry must also pass the common writing final. These efforts have resulted in improved English writing skills and better retention.

Assessment Efforts In Progress

DeVry/Chicago is developing and piloting student assessment processes for all of its programs. Currently the Electronic Engineering Technology (EET), Computer Information Systems (CIS), Electronics and Computer Technology (ECT), and Business Information Systems (BIS) are fully implemented. These programs are designed to determine whether students are achieving the articulated learning goals of the programs through direct and essential feedback on specific outcome measures. Their purpose is to assure the continued quality and improvement of our instructional efforts.

TAC/ABET Standards

DeVry/Chicago's Electronics Engineering Technology Program is accredited by the Technology Accreditation Commission of the Accreditation Board of Engineering and Technology (TAC of ABET). The major purposes of ABET are to 1) organize and carry out a comprehensive process of accreditation of pertinent programs leading to degrees, and assist academic institutions in planning their educational programs, 2) promote the intellectual development of those interested in engineering and related professions, and provide technical assistance to agencies having engineering-related regulatory authority applicable to accreditation. The objectives of accreditation are to 1) identify to the public, prospective students, student counselors, parents, educational institutions, professional societies, potential employers, governmental agencies, and state boards of examiners, specific programs that meet minimum criteria for accreditation, 2) provide guidance for the improvement of the existing and development of future educational programs in engineering, technology, and related areas, and 3) stimulate the improvement

of engineering, technology and related education in the United States (and other countries internationally).

Writing Lab

The DeVry/ Chicago Instructional Lab is designed to improve the student writing skills through focused instruction in a technology-supported environment. Using class networking software, instructors control the students' computers for the entire class, take control of student keyboards and mice, and take advantage of other multimedia options. The instructors teach or tutor single students or groups of students. Lab capacity is 40 students. The Instructional Lab is utilized for writing classes currently over 60 hours per week.

ESL Lab

In March of 2000, DeVry/Chicago implemented a significant upgrade to its ESL instructional technology through the purchase of hardware and software for 27 computer stations for our ESL Language Lab. The interactive software improves instructional efforts through individualized course planning, pacing of exercises, unlimited opportunities for repetition and reinforcement and videotape simulations. The computers also provide students with access to some of the standard software used in the academic programs.

Developmental Studies Initiatives

Developmental Studies is a one-term program designed to help strengthen student basic math and/or language skills.

Compressed courses for developmental studies provide students intensive seven-week instruction to strengthen basic skills more quickly and allow for transition to mainstream academic programs sooner. Standard developmental courses are also offered which require 15 weeks to complete.

IMPROVEMENTS ***(Improve productivity, cost-effectiveness, and accountability)***

An Automated Attendance record keeping system, multi-media computer systems, and mobile electronic workbenches have been added to support student learning and expand the Instructional Support Services area. The Instructional Support area offers free tutoring to students in all technical subjects by employing peer tutors who have excelled academic records.

Automated Attendance

DeVry/Chicago has implemented an Automated Attendance System to enable students and faculty to indicate their presence by "swiping" a card reader using ID cards. In addition to eliminating manual data entry, this system enables the production of reports designed to better monitor student attendance.

Jim Mullen Foundation Partnership
In April 2001, DeVry/Chicago's Electronics and Computer Technology (ECT) Program began a partnership with the Jim Mullen Foundation, which provides refurbished computers to disabled and disadvantaged individuals in the Chicago area. Since mid-semester, the COMP-212 classes have been repairing and refurbishing computers provided by the Foundation, and have prepared over 200 computers for use by Chicago citizens.

Student On-Line Services
On-Line services have been added for providing students with information regarding academic records, financial records, and deficiencies that allows students to register on-line conveniently and easily.

Advisory Board
All programs at DeVry/Chicago maintain local Industrial Advisory Boards. The process of curriculum restructure is an information-gathering process that begins at the Advisory Board meetings. The Boards have drawn their industrial advisors from Abbott Laboratories, Northern Telecom, G.M.-Electromotive, Ameritech, Hewlett Packard, Motorola, Underwriter Laboratories, and Lucent Technologies, etc. Faculty members are also invited to the Board Meetings to represent curriculum sequences. Staff members from career services, admissions, information technology, library, academic support services, student services, etc., have participated in the Board meetings. The Board typically meets twice a year and provides a platform for valuable industry perspective on current curriculum issues, recent industrial development and trends, and potential cooperation between industry and DeVry/Chicago. Detailed minutes were recorded at each Board meeting. Currently Abbott Laboratories and Underwriters Laboratories are closely working with the Electronics Programs on internship programs, degree completion programs, and faculty industrial training programs. These initiatives were an outcome of Board meeting discussions.

Student Satisfaction
DeVry/Chicago's fiscal commitment to the goal of continual improvement in productivity, cost effectiveness and accountability can be clearly identified by its introduction of new programs and services and its creative use of existing facilities and new technologies. In addition, DeVry/Chicago's commitment to improved efficiencies within its administrative and support functions are measured in student satisfaction levels as attained from annual survey instruments.

Teaching Enterprise/Faculty Development
An additional component related to improved instructional efficacy has been the implementation of new initiatives for faculty development. Implemented in the Summer of 1998, these initiatives include increased funding and time for faculty development activities and, the provision of sabbaticals for the purpose of professional development and personal renewal. Through the Summer Term 2001, over 60% of all eligible faculty will have participated in a sabbatical leave.

A doctoral Faculty Development Program has been implemented, which provides a doctoral degree program from Colorado State University on the DeVry/Chicago campus.

SmartForce, a technical training CBT on-line program in over 250 areas is available to staff and students on the network from campus and their homes.

DeVry/Chicago has also implemented two $25,000 faculty grants for development and technology, has instituted "Institute Days" for all faculty; day and evening, to engage in development activities, and has minimized the administrative requirements for faculty between terms. Currently underway are new initiatives that similarly target the improved effectiveness of academic deans by enabling a greater focus on faculty leadership and program quality responsibilities than on administrative details. To this end, new Associate Deans positions have been added in the General Education and Business divisions. Professional development days for deans have been required and administrative support has been provided for the academic departments through the hiring of student workers for student support tasks.

Speaker Series

An expanded speaker series has been offered by the General Education Program during the year. The topics offered have included: How to Manage Stress; A unique adventure in the realm of stress management; Human Sexuality as it relates to human development; The Federal Reserve Monetary Policy and how it relates to the economy; and Sexual Preference and Human Development.

Illinois Board of Higher Education

Executive Summary for the Annual Results Report for 2000-2001

For the reporting year, the DuPage campus of DeVry Institute of Technology has continued to make meaningful progress in realizing the spirit and intent of the goals of *The Illinois Commitment.*

Our most significant activity for the year was the opening of an additional campus in Tinley Park. This one event touched all six goals and helped DeVry continue to realize steady enrollment growth in the greater Chicago area. By providing our educational offerings to the south suburban area of Chicago, an area previously underserved by four-year institutions, we believe we not only reached a broader range of students but also provided students a unique opportunity to earn a baccalaureate degree in a technical area and will provide employers in the area with a well educated workforce. Enrollments for the new Tinley Park campus have been robust, with new student enrollments even greater than projected.

The completion of the 20,000 square foot addition to the existing campus in Addison has enhanced our ability to provide technically focused education so crucial to a modern Illinois workforce. By better utilizing our existing facility, we are able to serve a more diverse student population, providing more opportunities for more students to obtain an education. Thanks to the expansion, we have been able to offer more classes in this building, with classes in session seven days a week. With the addition of laptop ready rooms, we were able to launch the BIT program (Bachelor of Science in Information Technology). This program was developed to serve students with previous baccalaureate degrees in primarily non-technical areas that seek to enter the information technology workforce in the state of Illinois. Many of these students have been supported by the state of Illinois Quern IT grants for students earning their first or second degree in a technical area.

With our steady emphasis on continuous curriculum improvement, we have maintained our curriculum relevancy, continued to upgrade the technology used by faculty and students, and sustained close communication with graduate employers. Our educational assessment efforts have been implemented across all curricula and we have begun to "close the loop" on assessment by feeding data back to our academic departments. Deans and faculty are then able to study the data and discuss ways to make adaptations in curricula and the ways in which they are delivered to enhance instructional effectiveness. Additionally, we have hired a faculty technology specialist who is providing on-campus training for both campuses in areas such as web-based instruction and new faculty

development. We also believe that this emphasis on continuous improvement has played a role in the steady improvement we have made in student retention. For the 3rd term in a row, we have either met or exceeded our retention goals.

Illinois Board of Higher Education

Annual Results Report
2000- 2001

Goal 1 Economic Growth

In the past year, the DeVry system has begun to offer two new curricula at both the DuPage and Tinley Park campuses and significantly revised two.

The first new program introduced this past year is the Bachelor of Science in Information Technology (BIT) program. This program, approved for all Illinois DeVry campuses, was launched in summer, 2000 semester at DuPage and in the fall semester at Tinley Park. This program, offered in an accelerated format on weekends and evenings for working adults, is taught in laptop classrooms specifically designed to support this type of instruction. Students are supplied with laptops that are leased as past of their enrollment fees. Instructors are selected who have both the education needed to teach in this program, as well as the work experience in the information technology industry students expect. The director of the program and the faculty technology specialist conduct orientation programs with the faculty each term to help them work effectively in the laptop room/lecture-lab format that is at the heart of the BIT program. Additionally, they are given instruction in "Blackboard," a web tool that allows instructors to supplement their weekly in-class instruction by working online with students outside of the classroom.

The second new curriculum to be offered by the suburban Chicago campuses of DeVry is the Computer Engineering Technology (CET) program. This offering, an offshoot of the Electronics Engineering Technology program, serves students who are interested in computer information systems as they relate to the electronics technology. Thus, while our typical CIS (Computer Information Systems) graduate is educated to provide computer applications support to business, students in the CET program will primarily focus on industrial applications of computers such as designing programs for use in imbedded computers.

The two curricula that have undergone extension revisions are the Associate Degree in Electronics (ET) program and the Computer Information Systems program. As a result of this revision, we have renamed the ET program the Electronics and Computer Technology program (ECT) to reflect the upgrades made to the curriculum. This curriculum was introduced in the fall at DuPage and Tinley Park. As well, the Computer Information Systems (CIS) curriculum was also revised to reflect an emphasis in web technologies and object-oriented programming and design. This new version has been

implemented beginning in Spring, 2001. Classes in the revised curriculum will rollout over the next two years and will be taught primarily in teaching labs, necessitating extensive training and development on the part of the faculty members in both content and pedagogy. Training has primarily been provided through system wide initiatives, but has also included coursework offered outside of the DeVry system. Thus, significant monies have been allocated for this initiative in both fiscal years 2001 and 2002.

The DuPage campus continues to participate in the state grant program that provides funding for cooperative work experience. This past year, 33 DeVry students in the Electronic Engineering Technology program were beneficiaries of that coop program and worked at 8 companies in the metropolitan area. The Packard Instrument Company reported that the coop student they hired, "was able to immediately contribute and has maintained a high standard of quantity and quality of work. He has an excellent 'can-do' attitude, strong work ethic and is able to work within the engineering and technical group. He…does not let us down…[and has] had the opportunity to work with senior engineers to develop important add on projects to currently produced products. Thanks for providing an excellent program for helping industry and students."

For the past year, despite the tighter economy and job market that we've experienced since the first of this year (January 2001), DeVry continues to place over 90% of its graduates in education related positions within six months of graduation. Clearly, the changes in the economy have certainly had an impact on the demand for college graduates, and DeVry graduates have also felt that impact. Yet, while the current economic slowdown has slowed the demand for new technology skilled talent, the Information Technology Association of America reports that the need still exists for individuals with the requisite education, skills, and knowledge. In particular, students with co-op job and senior project experience with businesses also have the edge when finding employment. Although the high tech sector of the economy is expected to rebound, the retirement of an aging workforce in that sector is expected to create job opportunities for college graduates over the next ten years as well and we expect all graduates, including those from DeVry, will ultimately benefit since they are so well prepared.

Finally, the DuPage campus expansion and Tinley Park campuses both opened in the summer of 2000. As hoped, the DuPage expansion allowed us to accommodate increasing enrollments in a variety of programs. For the past several years, we had been forced to find additional off- campus classroom space. Now, with the added space, we were able to supplement the standard large computer and electronics labs with laptop-ready classrooms and more small teaching labs where classroom instruction takes place with both students and teachers having simultaneous access to a given program. In this way, we are now able to take best advantage of a variety of education delivery options and to offer course and curriculum delivery to a wider range of student learning styles. To make the best use of these facilities, we have also devoted considerable time, energy, and financial resources into making sure that our faculty members are able to make good use of these facilities. Faculty orientations, workshops, and a new faculty technology development center on each campus have helped us do this. We have, in fact, hired a faculty technology specialist who began working with faculty in spring of 2000. He

oversees the new faculty development program for both campuses and began offering courses in "Blackboard," a web-based software that facilitates faculty/student interaction outside of class.

The new Tinley Park campus seems to have filled a niche in the south suburban Chicago area. South suburban college students looking for education in technology related programs at a level beyond that offered by local community colleges have found it at the DeVry campus in Tinley Park. Early enrollments have proven to be robust and we expect the campus to grow with the area that surrounds it. As noted in last year's report, this is another example of the DeVry commitment to northern Illinois.

Interactive Video room capability provided by our membership in the West Suburban Higher Education Consortium, as well as the South Metropolitan Regional Higher Education Consortium, has also been enhanced by the expansion. With the opening of the Tinley Park campus, we have been able to share classes within the DeVry system.

Goal 2 Teaching and Learning

Over the past year, we have continued to provide opportunities for high school students. Several computer classes were offered to talented south suburban high school students in the spring of 2001.

Additionally, we have continued to be attentive to the needs of our faculty for professional development. At least ten faculty members again elected to take advantage of the sabbatical program. As a result, one professor published a work of history based on his dissertation, others developed textbooks, still others developed new labs to introduce to their classes, and still others simply took a much needed break from the pace of the academic life.

As in years past, we also continued to increase the dollars we put towards faculty development and training. As a result faculty routinely participated in multiple professional development activities, including, but not limited to: in-house training, conferences, workshops, and graduate work. Another faculty member completed her doctoral study this year, and another eight are working on it.

While we cannot draw a direct conclusion between increased faculty development and student success, we can report that student retention has improved for the past three terms, meeting or exceeding forecasted improvements for each of those terms.

Goal 3 Affordability

Since the 1997/1998-award year, we have been an active participant in the State of Illinois' Monetary Award Program (MAP). For the reporting year, 2285 DuPage students received nearly $6.5 million dollars in MAP funding. At Tinley Park, 935 students received over $2.5 million in MAP funding. Additionally, 40 students at DuPage

received $24 thousand in Summer MAP dollars. 110 DuPage students and 59 Tinley Park students also received Quern IT grant monies equally $270 thousand dollars at DuPage and $147.5 thousand dollars at Tinley Park. Students in the BIT program, in particular, were ideal candidates for Quern monies since the BIT program is designed to be a second baccalaureate in a technical area, exactly what the Quern dollars were designed for.

As well, we continue to participate in all Federal Title IV programs provided for higher education and continue to offer a variety of academic scholarship options for students. During the reporting year, DuPage students received nearly $160 thousand in scholarship assistance.

Students can finish a baccalaureate degree in less than four years, given the three full terms per year we offer classes. The efficiencies of our scheduling processes, as well as the proven success of our Career Placement offices, provide students with the opportunity to complete their studies in a timely manner and enter the workforce sooner than their counterparts at other universities. Limiting the number of calendar years if the student's education helps keep costs from becoming unmanageable.

Goal 4 Access and Diversity

Staff members at the DuPage and Tinley Park campuses have continued to seek opportunities to make our educational offerings more available to a broader range of students. Curricula are delivered in a variety of formats (accelerated, interactive video, computer assisted, on-line) and at a variety of times (days, evenings, and weekends), continuing to allow us to accommodate a wide range of learning and life styles. This increased educational access attracts and serves a more diverse student group than we have ever been able to accommodate. The success of our evening and weekend classes, in both standard and accelerated formats, as well as our standard daytime course offerings, demonstrates the demand for education by Illinois students in multiple formats in multiple time frames. In this new fiscal year, we intend to offer our Bachelor of Science in Business Administration degree in an accelerated format at both campuses. This program will offer multiple tracks, some of which will be offered online.

Additionally, we have continued to strengthen our relationships with other higher education institutions in the area. Our articulation agreements are currently under review as we work to make them match up with curriculum changes such as those occurring in the Computer Information Systems program. We continue to maintain active participation in the West Suburban Higher Education Consortium and have become an active partner in the South Suburban Metropolitan Regional Higher Education Consortium.

Finally, we continue to offer a limited number of classes via interactive video to support our programs on both campuses. In one case, this has allowed us, despite small enrollments, to regularly offer several courses common only to one baccalaureate program at both campuses. Due to the press of construction and the moving of the

DuPage interactive room, we offered only about two classes per term during the past year, but plan to expand this in the current fiscal year.

Goal 5 High Expectations and Quality

Over the past year, we have continued to expand our student outcome assessment efforts. With significant faculty participation, the assessment program in our senior projects has grown to include all baccalaureate programs. Last term, we also piloted a capstone assessment in the associates degree program (ECT) as well. We now have a history of assessment data that has allowed us to examine our curricula and our teaching in light of those objectives. We have also had the opportunity to revisit this data with our faculty members so that we can effectively "close the loop" on assessment by feeding the results back into our teaching and curricula. In this way, we continue to be able to demonstrate student attainment of the course and curriculum objectives in an understandable and measurable way and work towards enhancing student learning and instructional effectiveness.

Regular program reviews, periodic Retention Reviews, semesterly review of high attrition courses and plans for addressing reasons for attrition all continue to supplement our senior project initiatives. We also conduct biannual Advisory Board meetings for each of our programs with representatives of the industries that hire our graduates. These meetings offer us direct industrial input as to whether our graduates meet employer expectations with regard to communication ability as well as technical knowledge.

An extended measure of the quality of our curricula is our placement rate. If our graduates did not meet expectations, it is likely we would experience more difficulty in placing them. This year, despite a newly sluggish economy, students who actively seek employment were once again placed in positions in their fields of study at a rate of 90% within the first 6 months after graduation.

Our First Year Advising efforts also continue to be effective at both campuses. We now have 3 advisors at DuPage and 2 at Tinley Park. These advisors are also assisted in their efforts by the associate deans hired for both campuses. We have seen clear improvement over past history in attrition at DuPage where we have either met or beaten our retention goals for the past three terms. We believe that our focus on quality via assessment, as well as the efforts of our advisors and associate deans to provided more student advising, has been responsible for these gains.

Goal 6 Productivity and Accountability

Over the past year, we have continued to make our educational offerings as cost effective and available as possible. We have made full use of new scheduling software to help us use our resources of people, classes, and facilities as effectively as possible. We have also added staff to keep our operation open more hours of the day to serve more students. With the addition of a faculty development center on campus and the hiring of a faculty

technology specialist, as well as the multiple training options provided by the DeVry system, we have also been able to offer more training and development for our faculty in-house, as well as from outside vendors. We have also continued to closely monitor class size, the ratio of full time to part time faculty, and the teaching load of our full time faculty members. We also have offered a new program and are currently in the process of rolling out updated curricula for at least two programs, one of which (CIS) will be taught primarily in teaching/learning labs to classes of smaller size than in the past. System training efforts have focused on the pedagogy necessary to make the best use of these new teaching venues, as well as on new technologies and information.

As part of the overall growth of the DeVry system and the need to hire faculty and deans for new locations, as well as fill-in for faculty and deans who transfer within our organization, we have begun two system-wide orientation programs. Thus, in the past year, we launched the New Faculty Orientation Program (NFOP) on both campuses. A core team of faculty for this program, headed by Dr. David Branigan, our faculty technology specialist, has begun to offer this program each term to all full time faculty members. This program has also been made available to all part time faculty members, as well. The many new deans and associate deans have also had a program developed for them, the New Deans Orientation Program (NDOP). Two deans have already participated and the remaining new deans will participate this August.

During the past year, as part of our preparation for our regional accreditation visit from North Central, we formed self-study teams on both campuses to prepare our self-study document for merger with those of the other campuses in the system. This team effort proved to be an intense but worthwhile opportunity for us to consider how well we are meeting our campus goals and to establish an agenda for ourselves for the coming year.

Finally, we continued to use the Noel-Levitz Student Satisfaction Inventory this year as we will in the coming year. The survey results provide us with data to on student satisfaction in multiple areas and identify areas in which we need to make immediate improvements. The survey results provide input on all areas of the institution, not just academics, and help us to address problem issues in student services, laboratory resources, registration, as well as in instructional delivery.

DOMINICAN UNIVERSITY
2001 ANNUAL RESULTS REPORT
EXECUTIVE SUMMARY

Dominican University is a comprehensive educational institution comprising undergraduate and graduate divisions. It is small, Catholic and coeducational. The university offers liberal arts and professional education through a variety of disciplines. Its programs serve full-time and part-time students, commuters and residents. Courses are offered throughout the year, evening, weekends as well as daytime. They are also offered at several off-campus sites.

Dominican University seeks "to prepare students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world". For more than 100 years, Dominican University has made high quality education affordable to a diverse student body. To that end we aspire "to be among the most vital, intellectually challenged, value-centered learning communities in the Midwest".

The attached Results Report generated for the Illinois Board of Higher Education highlights the activities at Dominican University that respond to the six goals that guide state and institutional strategic decision making. The following summarizes Dominican's response to these goals.

GOAL 1: ECONOMIC GROWTH.
Dominican University's Strategic Plan calls for the university to address the issues facing the 21st century learner. As a result, the university interacts with Illinois business and industry not only to support university programs but also to provide students who are trained to respond to the employment needs within our state. The university prides itself on providing a quality education that enables students to be productive members of the workforce.

GOAL 2: TEACHING AND LEARNING
Dominican University has entered into a variety of opportunities with elementary and secondary education to improve teaching and learning at all levels. Students are involved in student teaching as well as community support through tutoring at local schools and community organizations. Faculty use innovative measures to support and build relationships between Dominican University and other elementary or secondary programs and the university has developed cohort programs to provide additional training in areas of need school systems.

GOAL 3: AFFORDABILITY
Nearly 80% of Dominican University undergraduate students receive financial aid and the amount of scholarship monies available to graduate students doubled within the two years. In addition, as the university enters its final year of its capital campaign, two endowed scholarships have been funded and more than $5 million has been raised for endowment purposes.

GOAL 4: ACCESS AND DIVERSITY
Diversity is one of Dominican's core values and the university is committed to increasing the number and diversity of people completing training and educational programs. Fiscal 2001 saw the completion of a diversity/culture audit on campus and the next year will be dedicated to implementing the recommendations from that audit. Significant inroads in international partnerships occurred during this year including Poland, Czechoslovakia and China.

GOAL 5: HIGH EXPECTATIONS AND QUALITY
The university focused it attention on building a new Strategic Plan that will move the university forward. Standards of quality continue to play a vital role in the management of the university and assessment systems have been developed to regularly evaluate all academic progress.

GOAL 6: PRODUCTIVITY AND ACCOUNTABILITY
The university's strong fiscal management program enables Dominican to meet the needs identified in the university's Strategic Plan, the 5-year capital budget and the Campus Master Plan. The university has met its challenge of presenting a budget with a surplus while managing facility needs.

DOMINICAN UNIVERSITY
2001 ANNUAL RESULTS REPORT
BEST PRACTICES

Dominican University is committed to providing a liberal arts experience for each student. This core value and the university's dedication to liberal learning is a critical component that enables university to prepare students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world. This commitment to developing life long learners who are committed to supporting the community is a trademark of a Dominican graduate, and hence one of Dominican's best practices.

For Dominican, this is done through its innovative core curriculum. According to Dean Hugh McElwain, "Every student leaves Dominican with two majors—one in their area of interest and another that may ultimately prove even more useful throughout a graduate's life—a major in liberal arts." This holds true for Dominican's undergraduate students as well as the students in the Graduate School of Library and Information Science, the School of Business, the School of Education and the new Graduate School of Social Work which is focused on family centered service.

Undergraduates participate in a core curriculum that includes interdisciplinary seminars each year of their college careers. In so doing, they move steadily through an understanding of self, the community, careers and values. These seminars are designed to engage students in continually expansive ways and helps them take responsibility for what they are learning. Service learning and internships provides opportunities for both graduate and undergraduate students and reinforces the university's commitment to liberal learning.

This past year saw the implementation of planning activities geared towards strategic planning and diversity. A visioning weekend with over 100 participants was the beginning of a process to develop the next phase of the university's planning. This inclusive process resulted in the development of a strategic direction and a new vision for the institution as it moves into its second century. Building upon the results of the 2000-2001 cultural audit, Dominican University will focus its future efforts on four areas: educational program changes, increasing representation, creating a more inclusive campus climate, and institutional transformation. The newly constituted Standing Committee on Diversity will oversee implementation and assessment.

Planning aggressively for the future is a complicated and expensive task, but Dominican had a positive financial year by ending the year with a surplus for the eighth consecutive year. The university endowment now stands at $12.3 million, almost three times larger than it was five years ago. The university's capital campaign has raised over $20 million of the $25 million goal for scholarship support, library renovation, an endowed chair, and the new residence hall.

One of the major priorities identified for the capital campaign is the renovation of the university's library, which began this fiscal year. The library renovation will create a statewide model for the small academic library that functions as a laboratory for future librarians being trained in the Graduate School of Library and Information Science. The plans call for enhanced technology throughout the building including a state of the art information arcade, "smart" or technology enhanced classrooms to provide an optimum teaching environment and completely renovated library services. This and several other facility projects will enable Dominican University to remain competitive in a very competitive environment.

Elmhurst College

2001 Results Report

Executive Summary

Elmhurst College is guided in its strategic planning by three main documents, its *Mission Statement, Vision Statement,* and *Action Plan*. The original *Action Plan,* first conceived as a steering document for the years 1996-2000, encompasses initiatives in four major areas: academic programs, student services and campus life, the College's people, and the means to fulfill its purposes. In March 2001, the Elmhurst College Board of Trustees endorsed *Action Plan II* as an extension of the original document into the period 2001-2005. The goals supported by each of these initiatives align well with those articulated in the *Illinois Commitment,* and provide a good base for this discussion of Elmhurst College's progress and plans on these statewide goals.

Support from the State of Illinois has been vital to several major campus developments. This fall, *Illinois Hall,* a fully refurbished state-of-the-art lecture hall funded by a state grant, will be dedicated. This facility will not only serve Elmhurst College faculty and students, but will be an important resource for outside organizations using our campus for conferences and other professional gatherings. State monies were also very instrumental in supporting the establishment of over twenty "smart" classrooms on campus, facilities with the equipment necessary to fully tap a variety of electronic resources in the normal course of teaching. These initiatives will support a wide range of students looking to fully prepare themselves for excellence in the modern business and civic environment.

The upcoming year will feature a slate of new projects that will promote progress toward state goals, such as the launch of *Elmhurst Partners,* a College enterprise focusing on services for corporate clients; capital projects such as library renovation; technology upgrades; and planning for a major new academic facility. In addition, existing educational programs that advance regional economic development such as the Academic Partnership program and a wide range of programs in the Center for Professional Excellence will continue to evolve. At the same time, Elmhurst College's teacher education programs will continue to provide a steady supply of well-trained high quality teachers to meet regional needs.

Elmhurst College remains proud of its programs and its people. We are grateful for the support offered by citizens of Illinois, and offer this summary as an indication of progress we've made in serving the goals of the *Illinois Commitment.*

Best Practice Examples

Professional Bridges

Launched in 1997, Elmhurst College's Center for Professional Excellence works with students to develop relationships that enable them to make concrete, on their own terms, the link between liberal learning and professional preparation that lies at the core of Elmhurst College's mission. The Center for Professional Excellence, housed in the area of Academic Affairs, encompasses programs in international study, service learning, leadership development, and early professional experiences for students at all levels.

One feature that makes the Center for Professional Excellence distinctive is its developmental approach to supporting professional experiences for students. Indeed, senior level students can engage in internships that are similar to those sponsored by many institutions. However, a beginning student can take advantage of structured opportunities to shadow professionals in fields of potential interest before making a commitment to a longer-term program of study in a major field. A mid-level student can link with a mentor for an entire semester to gain a deeper perspective on life in a profession, again with the structure needed to maximize the learning potential of the relationship. Students can also seek in-house mentoring from faculty, and are supported financially by the Center for participation in professional conferences.

These programs have grown dramatically during the Center's initial years. Clearly, students benefit from their exposure to the field and demonstrate their development through means such as reflective writings. At the same time, Elmhurst College builds partnerships with the community in ways that reach well beyond traditional collaborations. In these ways, everyone benefits.

A Staff Training Partnership

Two years ago, Elmhurst College was facing a dilemma in its ability to train its staff on a number of topics. While a credible training program was in place in the technology arena on topics such as the Microsoft Office suite, the benefits of the investment in an in-house training operation were limited by sporadic demand, significant space issues, and other factors. At the same time, MacCormac College, a private two-year institution also located in Elmhurst, was taking advantage of economies of scale to produce precisely this sort of training as part of their core competency.

Elmhurst College decided to pursue a partnership with MacCormac in the area of staff training. Agreements were set in place around availability of classes, pricing, and tailoring of curricula to meet our needs. After more than one year of implementation, Elmhurst College has reaped benefits from this partnership such as a 60% reduction in training costs, more training hours for employees, reduction in demand for classroom space on our tight campus, high quality training experiences, and increased productivity. In addition to all of the above tangible benefits, we have gained a good new partner right in our own community.

The 2001 *Illinois Commitment* Report for The Illinois Board of Higher Education

Eureka College
August 14, 2001

Executive Summary

A Best Practice

Restructuring the College's administrative reporting lines has resulted in a creative bridge between in and out of classroom learning.

Economic Growth Goal

Evolution of the College's Strategic Plan has brought with it a new Mission Statement, a comprehensive curricular planning initiative, a record fund raising year, new expansions and popularity of internships, and support of local economic growth and development through our Mayor's *Eureka 2000 Plus* citizen study group. The gift of the single most expensive piece of equipment in the College's history, an electron microscope from Abbott Laboratories, will sharply widen study opportunities for our students, even as it offers new collaborative possibilities with area schools and businesses. Receipt of the largest corporate pledge in the College's history, from Caterpillar, Inc., will greatly enhance our science and technology offerings, scholarships, and faculty development efforts.

Teaching and Learning Goal

New leadership for the College's Teacher Education Program has enhanced its focus as a critical component of our first comprehensive curricular review since 1976. Dual Admissions agreements signed with Illinois Central and Heartland Community Colleges to aid transition of associate degree candidates are serving as a collaborative partnership model with our other two year college neighbors. The College's first new residence hall in 30 years continues to have a clear impact on recruiting and retention. Two state grants, totaling over $100K, were received in support of the Education and Freshman Seminar programs. Another, to study the nearby Mackinaw River, has afforded faculty and students new research opportunities. A fourth, has made possible our first e-book program.

Affordability Goal

For the sixth consecutive year, the College's tuition increase rate (4.7%) was far exceeded by the financial aid budget increase (9%), following the strategic objective to increase enrollment affordability and a record development year of restricted and unrestricted gifts.

Access and Diversity Goal

We have signed a student-faculty-staff exchange agreement with Jarvis Christian College, in Hawkins, TX, the only historically Black college affiliated with our sponsoring denomination, whose Higher Education Division has recognized the partnership with a sponsoring grant. We have strengthened recruiting ties with Chicago's DuSable High School, its staff and students, while expanding minority recruitment to other areas of the state. Accelerated recruiting of community college transfer students (now ¼ of all our new students) is increasing our demographic diversity. This fall, the College begins its Success Enhancement Program, an out of classroom support effort to aid those students whose high school records indicate potential for academic success despite lower test scores

High Expectations and Quality Goal

Creating a new reporting structure which brings accountability for both in and out of classroom learning to the Dean of the College, has redefined the College's historic commitment to educating the whole person. The work of a faculty-staff-student Curricular Reform Task Force continues to develop a model of a stronger mission-driven general education program, one which mirrors the College's learning identity for the new Century.

Productivity and Accountability Goal

This year's budgeting process began with a Town Hall Meeting, insuring the widest campus participation in identifying ways of meeting institutional priorities. The College's ongoing redirection of budget allocations echo those priorities: affordability, living/learning climate, strategic planning.

Best Practice

Over a fifteen-month period in 1998-99, the College experienced the first change of chief academic and student affairs officers in over a decade. The opportunity to re-think local procedures and practice prompted the President in 1999-2000 to shape into a creative bridge traditional Dean of Students and Dean of Faculty responsibilities, into a single Dean of the College model. What is taking place is a deliberate blurring of the distinction on many campuses between "academic" affairs (typically what goes on in the classroom, library, laboratory) and "student" affairs (typically social/recreational activity which goes on outside them). Instead, the new structure calls for a focus more on the *quality* of learning than on where it takes place.

The philosophical base of this decision is of central importance. We have grown convinced that new styles of effective leadership will build paths between local learning areas,

eroding old false barriers, demonstrating that better solutions wait to be found through the integration of knowledge, what Theodore Gross of Roosevelt University terms "the great educational issue in the first years of the Century."

This administrative flow chart change demonstrates our belief in how difficult it is to treat subjects in polarities without the promotion of crippling stereotypes about each. Technology vs. social values, academic vs. co-curricular, liberal vs. pre-professional learning, are all examples of thinking which serves to keep us from discovering what each of these pairs has in common and might explore for mutual illumination and benefit. The first results have proven of great value: community-wide designed and co-ordinated summer registration for new students led by the Associate Dean of the College, who also oversees an intensified Residence Staff in-service training and job expectations, the College Learning Center as it serves as a home base for the faculty-approved Developmental Studies ("Success Enhancement") program, and the dramatic growth of the College's Career Planning services.

The lesson, then, is that quality study and leadership brings people, ideas, and learning areas together rather than aid their separation. The lesson is on the value of a college structured as a total learning experience, a more holistic model of intellectual, emotional, social, academic, physical, spiritual growth and well being, a core belief of Judeo-Christian thought.

Executive Summary

Harrington Institute of Interior Design is an institution in transition. It seeks to maintain its traditions of quality, excellence and leadership, while at the same time moving forward with the necessity of change. The dynamics of change are suggestive of "The Illinois Commitment." Also, Harrington Institute realizes that it must give something back to the community that has been so supportive of the institution.

In support of the six state goals, the following initiatives have taken place:

- A revamped curriculum that has been developed based on the interior design industry needs
- An academic program that now has built in assessment points.
- Demonstrating a commitment to the community whereby Harrington Institute participates in the City of Chicago's Gallery 37 program.
- The formation of a not-for-profit foundation in order to provide scholarships for Harrington students.
- The availability of an alternative loan program that is partially guaranteed by the institution.
- The development of a student management position that serves as an advocate for the students.

Harrington Institute of Interior Design is committed to being a leader in the educational field of interior design.

Best Practices – Academic

Goal 2 – Join elementary and secondary education to improve teaching and learning at all levels.

This summer, Harrington Institute of Interior Design joined the city of Chicago's Gallery 37 project to offer an interior design program. Gallery 37 is a City of Chicago sponsored program that employs about 1000 young adults between the ages of 14 and 21 to work with professionals in the visual, literary, media, culinary and performing arts. The interior design workshop was new to the 11 year-old program.

Working with inner city youths, the interior design program allowed students to study drafting, two dimensional design, floor plans, and to build models. The hope was that the program would present another career option for artistic students. We also wanted to teach practical lessons in interior design, and life lessons such as the importance of being punctual and working with others.

If there could be an endorsement for the Gallery 37 program, it would come from a teen who enrolled in the interior design program to prepare for a school drafting class. In the course of the program the teen developed a deeper career interest in interior design. To quote the student: "I think it's really cool how people can just design a building. It would be fun to look around and know you actually did it."

Based on student responses such as this, we will continue to partner with Gallery 37.

Best Practices - Administrative

Goal 3 – Ensure that no Illinois citizen will be denied an opportunity for a college education because of financial need.

Harrington Institute of Interior Design, a for profit institution, has begun the process of developing a not-for-profit foundation in order to establish scholarships for Harrington students. As an institution with a seventy-year tradition and a distinguished list of alumni, we would like to give something back to our students.

By creating this scholarship foundation we will provide both need and non-need support. Our initial goal is to raise $50,000 during our first year. A modest start, but we feel that this fund will grow. At the present time, we are beginning to solicit members for our Board, as well as planning a kick-off event slated for some time in October.

It is our belief that the foundation will be beneficial in retaining quality students. It will not be utilized as a marketing tool, but will have integrity and quality associated with it. We will display our commitment to ensure that no Illinois citizen is denied education because of financial need.

THE ILLINOIS INSTITUTE OF ART
ILLINOIS FIRST PROGRAM
ILLINOIS BOARD OF HIGHER EDUCATION
August 10, 2001

GOAL 1: PARTNER WITH ILLINOIS BUSINESSES TO SUSTAIN ECONOMIC GROWTH:

A. Each year, the Illinois Institute of Art receives 1500 job orders for Artists, designers, fashion marketing and culinary graduates from local employers. By providing a no fee employment service, the school serves businesses and ensures that 90% of graduates have field related jobs within six months of graduation. In addition, literally hundreds of students are placed in part-time jobs in primarily local restaurant and retail establishments. More than 60 upper class students held internships with art, design and fashion firms last year.

B. Last year, the Illinois Institute of Art conferred 300 degrees. Enrollment has grown from 250 in 1996 to over 2,300 in fall 2000. What was once strictly a commuter college now attracts students from 28 states and 30 countries. The college leases 200 apartments within the Greater Chicago area to accommodate a housing population of over 450.

C. The college now employs 350, with an annual payroll and benefits budget of over $11,000,000, and rent of $4,000,000 for the three locations.

D. The school welcomes various associations like the AMC, Fashion Group International and "Webgirls" to hold their meetings on campus at no charge.

E. In response to employers expressed needs to upgrade the technical skills of their employees, the college created the "Center for Professional Development," offering a continuing education option in the multimedia production field. Twenty-five professionals have completed the program within the first 9 months of its existence.

F. The college plans to build a housing facility to accommodate Chicago campus resident increase to 350 projected for fall 2002.

GOAL 2: JOIN ELEMENTARY AND SECONDARY EDUCATION TO IMPROVE TEACHING AND TRAINING AT ALL LEVELS

A. The "Art Lovers" program (which is incorporated into the speech class at The Illinois Institute of Art) took 100 students into the city schools to give a variety of art and design presentations to elementary students. Students developed original interactive projects for the class. There is now a waiting list of schools who have requested the program.

B. Representatives and faculty made over 1,500 visits to Illinois high schools to offer presentations on the variety of career possibilities in art, design, fashion and hospitality fields.

C. More than 65 high school art teachers attended a free 3-day workshop to learn new software programs and to review options for effective competency based syllabi development in art and design.

GOAL 3: PROVIDE AFFORDABLE EDUCATION OPPORTUNITIES

A. The college offers a tuition lock in program. Students may retain the same per credit hour rate throughout their Bachelor of Arts/Bachelor of Fine Arts program.

B. The college employs 100 student workers whose earnings help toward the cost of books and living expenses.

C. The college increased institutional aid to 4% of tuition proceeds.

D. The college offers individualized student financial planning with interest free payment options.

E. Faculty aligned the general studies curriculum with the Illinois Articulation Initiative affording students the opportunity to transfer in a higher number of credits from prior post-secondary study.

F. The college participates as on of 12 institutions in the CTA Student U-Pass Program affording full time students access to unlimited CTA travel at less than $20 per month.

G. As students attending an approved institution in the UPS "Earn and Learn" program, students may apply for positions which offer a good hourly wage, scholarship and low interest loan opportunities with United Parcel Services.

GOAL 4: INCREASE THE DIVERSITY OF CITIZENS COMPLETING EDUCATION AND TRAINING.

A. Enrolled students come from 28 states and 30 countries. An International advisor has been added to provide support.

B. This year, a partnership with a provider of English as second language classes was formed. Students who meet the TOFEL requirements for admission but would benefit from additional English study may attend both schools concurrently.

GOAL 5: ENSURE ACCOUNTABILITY FOR PROGRAM QUALITY AND LEARNING ASSESSMENT.

A. The college is committed to initiatives that improve the quality of competencies, completion rates, graduate employment percent and annual starting salaries. These goals are measured from year to year.

B. A mid-program portfolio review was instituted to ensure earlier intervention or competency improvement where needed.

C. A Director of Academic Support was added. This person will be responsible for transitional studies effectiveness as measured by 1st quarter student persistence rates.

D. Conducted numerous feedback sessions with local employers and advisory committee members on curriculum relevancy.

E. Conducted graduate and employer satisfaction surveys to establish the baseline for what will be an annual survey.

F. Conduct quarterly faculty assessment. The results are tabulated and measured against national norms.

G. Instituted the "student concern" form. The forms are located throughout the school. Students are assured a response to any concern within 24 hours from a member of the executive committee of the college.

H. The Institute is in the process of developing articulation agreements with select high schools that will align curricula on foundation courses in drawing, design and color theory. Students with the demonstrated competencies will enter the college with 9 proficiency credits.

GOAL 6: IMPROVE PRODUCTIVITY, EFFECTIVENESS AND ACCOUNTABILITY.

A. Formed articulation agreements with 3 area community colleges in design programs. Graduates in these community college programs will enter the college as juniors with full credit for all prior coursework.

B. Reduced marketing costs on a per enrollment basis.

C. Increased staffing in the technical support area to reduce downtime within the computer labs and service bureau products and turnaround time.

D. Invested an average of $6,000,000 within the last 3 years in additional art and design technical equipment, library holdings and facilities improvements.

E. Invested an additional $3,500,000 in the culinary facility.

F. Budgeted increases in resources for faculty development and tuition reimbursement.

G. Instituted performance planning and review system for all faculty and staff.

Executive Summary

At Keller Graduate School of Management, we continually strive to achieve our vision of becoming the premier provider of graduate management education to working adults. Our strategic plan is to achieve our vision through geographic and programmatic expansion and through the continuous improvement of processes and systems.

Keller contributes to Illinois' economic growth by raising the educational level of, and providing corporate training for, those employed by Illinois businesses. Approximately six hundred Illinois working adults earned a graduate management degree by completing one of Keller's six degree programs at an Illinois educational center in the 2000-2001 academic year. These degree programs are regularly reviewed and updated to meet the needs of today's rapidly changing business world.

The number and percentage of minority students enrolled in one of Keller's Greater Chicago-area centers continues to grow thereby increasing the diversity of the student population. For example, in the September 1996 term, the minority student population was 16.7 percent of the total student population; in the September 2000 term, it was 33.0 percent. While we have been successful in increasing the number of students enrolled in our site-based educational centers, the addition of the Online Education Center has enabled us to attract students who are outside the geographic range of a Keller center or who are schedule-constrained. The enrollment of the Keller OEC has grown beyond our projected growth goals.

There are several faculty development initiatives under way to foster our commitment to excellent teaching and quality. These include an annual faculty workshop on assessing student academic achievement, three faculty meetings annually, a technology in the classroom initiative to include a virtual faculty lounge and an electronic course shell for on-ground courses, and an expansion of electronic library resources.

Keller Graduate School of Management's overarching goals continue to be to:

- Ensure that the School has the physical, financial, and human resources to accomplish the growth plans outlined in the Strategic Plan
- Ensure that the School has the educational infrastructure to continue to carry out its mission, which is to "provide high-quality, practitioner-oriented graduate management degree programs with an emphasis on excellence in teaching and service to working adults."

Best Practice

Academic: KGSM Virtual Faculty Lounge: New Lines of Faculty Communication

Building a faculty community where faculty can share best practices, discuss curriculum issues and research findings, debate assessment of student learning techniques, learn what's new in the field, etc., is very important in an institution's accomplishing its overarching goal of improving student learning. Building a community of faculty in a distributed system presents a special set of challenges. Keller's Virtual Faculty Lounge serves the same purposes, and more, that another institution's physical faculty lounge might serve.

The Virtual Faculty Lounge (VFL) (http://www.keller.edu/vfl/login.cfm) was developed by the Manager of Faculty Development and the DeVry Inc. Information Systems Department. The VFL is composed of three levels of lounges: school-wide (all disciplines including access to best teaching practices, new instructors, and general administration), discipline, and individual courses. Instructors need only enter their SSN to access the site. VFL features include uploading and downloading documents, threaded discussions, e-mail, web linking, messages, and news links.

Appropriate individuals have been assigned responsibility for managing the different lounges. For example, the Excellence in Teaching Coordinator manages the best teaching practices and new instructor lounges and the Director of Curriculum manages the general administration lounge. Program directors and curriculum managers manage the discipline (accounting, general management, health services, human resources, educational management, finance, project management, information systems, and telecommunications management) lounges and individual course lounges. It is possible to e-mail faculty through these lounges, which greatly improves the capacity for faculty communication in a distributed system.

Faculty are invited to submit materials to include in the document-sharing pages and to participate in threaded discussion of questions posed either by the Curriculum Manager or other faculty members. Materials submitted may include articles they have authored, papers they have presented, and instructional materials they use in their courses. Threaded discussion questions may focus on curriculum issues, student learning issues, or anything about which an individual would like feedback.

The VFL was "unveiled" the beginning of the June 2001 term.

Best Practice

Career Services: **Career Services Web Site**

Although not directly falling into the classification of economic or financial, the development of a web site for student access to career services is an important student service especially beneficial to working-adult students. And, indirectly, the career services web site will impact the financial operations of the School in that the need for additional career services staff is reduced.

Keller's comprehensive Career Services Web Site was developed by the career services staff to better serve all students and alumni, in general, and especially students and alumni at centers and in geographical locations where a career services representative is not based. This web site is also an excellent marketing and student support tool. It is generating more student and alumni interest in career services, and career services representatives can refer students to specific sections of the site to answer their career-related questions, which reduces the representatives' time in actual one-on-one appointments, while still serving the needs of the increasing Keller student/alumni population.

The Career Services Web Site provides students and alumni with valuable professional development information. Through a number of assessment tests, the site assists students in establishing career direction and gives them the essential tools to enable them to write a variety of resumes. These resumes can be formatted to target the student's specific career objectives. In addition, it provides several key strategies and techniques used to secure, prepare for, and mange interviews and includes important links to salary surveys, company web sites and the internal KGSM job lead system.

During the few months that this web site has been active, the feedback from students and alumni has been very positive. They find the information and assistance provided beneficial to them as they take steps to advance in their careers, move to a new location, and/or seek new positions.

Executive Summary

Lakeview College of Nursing continues to strive for excellence in its quest to grow as an educational institution. Many of the policies and procedures have been reviewed and modified in keeping with the future trends. The curriculum has been reviewed and proposals for changes will be forthcoming. The faculty and staff have been very busy recruiting for the fall semester. We are recruiting for nursing overall as many women and men are not choosing nursing as a profession and those that are nurses are near retirement or are leaving the profession due to poor work environments. Recruitment efforts begin at the grade school level and are constant.

Another area that we are exploring is that of expanding our offerings to things other than nursing. Certainly mortuary science would be one of the possible choices for our institution.

However, much of the efforts for the immediate present center on the establishment of a branch campus on Eastern Illinois University's campus. We hope to serve that area with caring competent nurses and to provide them with a quality education.

Lakeview is in the mood to grow and expand and with that comes a lot of excitement for the future. I am very pleased to be a small part of that progress.

Sincerely,

Jo-Ann Marrs, R.N., F.N.P, Ed.D.
President/Dean

Best Practice Example

As the 2000-2001 school year began, Lakeview College of Nursing was visited by the accreditation branches of the North Central Association, the National League for Nursing and the American Association of Colleges of Nursing. All three visits were successful! The success of these visits can be taken to represent the accomplishment of the sixth goal of The Illinois Commitment which speaks to the productivity and accountability of programs.

Also addressing this goal, was the continued planning and implementation (fall 2001) of the Lakeview College of Nursing Baccalaureate in Science in Nursing degree on the Eastern Illinois University campus. With nursing shortages worldwide, this partnership between a private and public institution certainly enhances the accessibility of nursing education for students in the southeastern portion of the state.

Added to the above was the initiation of a pilot program (videotape track) to provide registered nurses with an avenue to achieve their baccalaureate degrees without leaving their homes for theoretical classes. This makes career mobility accessible for many registered nurses who have work conflicts and family obligations that might otherwise prohibit their completing their baccalaureate degrees.

Lakeview College of Nursing recently completed a feasibility study for a Master of Science in Nursing degree and will be determining the focus for the program this year. It is hoped that a proposal will be forthcoming this year.

Finally, Lakeview College of Nursing has entered into another partnership with Danville Area Community College to complete a feasibility study for a mortuary science program. If the feasibility study is positive, a proposal might be submitted as early as this academic year.

With resources being a scarce commodity, Lakeview College of Nursing continues to seek collaborative partnerships with other institutions/agencies and to improve its productivity, cost-effectiveness and accountability.

Executive Summary
Results Report

Lewis University once again has demonstrated its commitment to supporting and partnering with the State of Illinois in creating opportunities and delivering high quality education to citizens of this State. Further, the University clearly supports the Illinois Board of Higher Education's initiatives as outlined in the **Illinois Commitment**. The Results Report describes activities supporting the Commitment and includes plans for the next fiscal year, pertaining to specific initiatives.

For 70 years, Lewis has offered programs and opportunities to help graduate individuals to provide leadership in sustaining strong economic growth in the State. Strong programs in business, unique options in aviation, professionally-based opportunities in education, criminal/social justice, and nursing are part of the mix of Lewis majors that attract students and prepare them for careers that will benefit the State and society. In partnership with business and industry, courses have been brought to the workplace for the convenience of working adults. Registered nurses may attend accelerated degree-completion programs (RN/BSN) at Lewis campus sites as well as at 20 different hospitals and healthcare agencies in the Chicagoland area. Lewis is responding to the needs of the student as well as the economy.

The School of Education at Lewis University, which recently achieved accreditation from the National Council for Accreditation of Teacher Education (NCATE), continues to expand its efforts to join elementary and secondary schools to improve teaching and learning at all levels. Initiatives include an agreement with the Chicago Public Schools, collaboration in a Tec.net grant with suburban educational agencies, partnering with Will County industry (Three Rivers Partnership) and education (Valley View District 365U) and more.

Lewis undergraduate programs provide well-supported opportunities for academic achievement for minority, adult and first generation students as well as students in financial need. This commitment is backed by services in the Center for Academic and Personal Support (CAPS) and Financial Aid Services which invests $7.6 million annually in Lewis students. SUCCESS students benefit from financial aid support as well as a specialized program to help them transition into college level studies and reach their goals.

The Lewis Mission specifically addresses a diverse population, setting up activities and programs which address the Commitment's initiative to increase the numbers and diversity of citizens completing training and education programs. The undergraduate minority enrollment in 2000 was 30.2 for undergraduates, 22.3 at the graduate level, exceeding many Illinois colleges and universities.

Finally, the University has prepared for the future by issuing *Vision 2006: Learning, Mission and Leadership*, its new strategic plan which includes five years of initiatives and strategies to improve quality; expand programming; upgrade facilities and evaluate new sites; integrate technology; improve productivity, cost-effectiveness and accountability; and enable the University to reach its goals.

DISTANCE LEARNING

"BEST PRACTICES"

As Lewis University continues its strategies to support the **Illinois Commitment** of the Illinois Board of Higher Education, distance learning has been one of the key initiatives in support of the commitment *to increase the numbers and diversity of citizens completing training and educational programs.* Lewis began its first ventures with distance learning in the late 1990s. Students expressed great interest in the project, and faculty asked for assistance in learning the new technologies.

The University's first experience with a web vendor taught us that more preparation was needed for success. This contract had to be cancelled because the company did not perform as anticipated. Still, Lewis had a handful of on-line courses in fall of 1999. An on-line master's degree program in Nursing Case Management was developed, but otherwise, the University felt that more emphasis needed to be directed to the distance learning process. An administrative decision called for the establishment of an Information Technology Committee to conduct a review of the distance learning program, to make decisions on how to proceed with on-line programming, and to present recommendations for technological support.

The Information Technology committee, consisting mostly of faculty who vigorously explored technological options and benchmarked other institutions, recommended a complete restructuring of the distance learning program, suggested a search for a new host company and asked for technological support far beyond the capabilities that existed in fall of 1999. The post of Director of Distance and Electronic Education was changed to that of Director of Instructional Technology and moved structurally from the Center for Professional Education and Outreach Initiatives into the Information Technology unit. Interviews were conducted and the new director was appointed in January, 2000. The director – selected for her depth of experience in distance learning, websites, and computer technology – immediately participated in choosing a new host company, scheduled and assisted in training faculty for distance learning, and shared her enthusiasm across campus for the potential of on-line education. The University then negotiated a contract for a new host provider (Blackboard). To implement the recommendation to hire a highly qualified Chief Information Technology Officer (CITO) with responsibility for Instructional Technology as well as Information/Telecommunications, the post was advertised, interviews conducted, and a CITO was appointed in April, 2001. The new CITO has provided leadership in coordinating the functions of his unit, supporting the director in promoting distance learning, and planning for expansion of on-line learning opportunities.

Because of administrative support for the recommendations of the Information Technology Committee, the following results have been reported:

- In fall, 2000, Lewis University offered 49 classes completely on-line, enrolling 186 students in these programs.
- A total of 174 Web-enhanced courses were offered in fall, 2000.
- Faculty support has been overwhelming as the following departments now are offering undergraduate on-line courses: art, business administration, economics, education, English, music, nursing, political science, psychology, religious studies, and sociology. Master's degree courses on-line include MBA and Nursing.

- Dozens of faculty have participated in workshops both at Lewis and in cooperation with other universities to learn how to enhance courses through the Web. Enhancements include activities such as posting a syllabus, providing supplemental materials or lecture notes, giving quizzes and examinations, establishing chat rooms for class discussions, and more.

- The University also arranged for a program to provide laptop computers for faculty and staff (with priority given to faculty) at less than half the actual cost of the computers. More than 75 laptops were distributed through this program.

- For the convenience of students, computer labs have been expanded on the Lewis main campus as well as at the Lewis satellite centers in Hickory Hills, Oak Brook and Schaumburg.

- The Information Technology unit now offers a Help Desk with extended hours to assist students, faculty and staff with computer problems. Additional desktop technicians also have been hired to better serve the Lewis community.

The University plans to expand its distance learning initiatives to provide more convenient formats for working students, to offer opportunities for those who would have difficulties commuting to our campus and centers, and to extend educational options to a broader constituency.

IBHE Results Report
Loyola University Chicago
August, 2001

Executive Summary

For the academic year 2001-2002, Loyola University Chicago will continue to define and articulate its identity and character as Chicago's Jesuit university, focused on undergraduate education, supported by a diverse array of professional programs. Loyola will welcome the largest freshman class in its history and is engaged in many activities that will enhance the undergraduate experience at Loyola in and out of the classroom. Students who come to Loyola will find many opportunities, through the Magis and EVOKE programs, to explore careers and learn who they are intellectually, morally and spiritually. These programs provide extensive opportunities for undergraduate students to work closely with faculty mentors in undergraduate research, leadership development, and service learning projects, and to prepare for careers through internships. The conceptual design of the proposed Life Sciences building focuses on creating an integrative experience of research and teaching for Science students and future Science teachers. Loyola continues to remain active in its local communities, in pursuit of social justice, following its Jesuit tradition.

Loyola's new president, Father Michael Garanzini, is in full support of this mission and has established many task forces to continue the work of restructuring academic and business processes begun two years ago. While many improvements in Loyola's infrastructure have been made, there is still much work to be done to improve service to students and increase efficiency, especially through the use of technology. Close scrutiny will be given to the use of existing resources, so that the savings can be used to invest in new projects to enhance the student experience, improve decision-making and empower staff with information.

More interdisciplinary programs at the undergraduate and graduate levels are under development and have received public and private funding and support. Three major initiatives related to technology include our "Wireless on the Lake" project, a new distance learning classroom located at our downtown campus, and a university on-line learning environment, Prometheus, available for all classes. Student access to information on-line has increased and a project has been initiated to completely restructure and enhance our Web pages.

The following report has been developed by Loyola University Chicago to address what Loyola is currently doing to support the six goals for the State of Illinois, its future plans to address these issues and the on-going process of assessment.

Submitted by:

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IBHE Results Report
Loyola University Chicago
August, 2001

Best Practices - The EVOKE Program at Loyola University Chicago

What do I love *to do? What am I* passionate *about? What difference would I like to make in this world? How can I* explore *these questions in terms of my* career and life choices? The purpose of EVOKE, a new program at Loyola, is to help students discover their own answers to these important questions.

EVOKE is a comprehensive, institution-wide project, funded by the Lilly Endowment Fund, intended to provide students, faculty, staff, administrators, alumni, and members of Loyola's broader communities with rich opportunities to explore and engage the theme of vocation/call in their professional commitments and personal lives. While designed to serve multiple constituents, EVOKE takes as its primary emphasis the importance of assisting students--undergraduate, graduate and professional--in understanding their future work in light of their faith commitments and in terms of vocation. Project EVOKE has 5 major goals, all of which have been designed to reach a broad constituency in an ever-widening, interrelated circle of influence:

- To sharpen the focus on vocation at Loyola University Chicago by bringing existing programs and practices into closer alignment with the concept of call and vocation and developing new programs that emphasize the theme of vocation and call

- To strengthen current and develop new curricular and co-curricular experiences will help students to better understand their talents and nurture their efforts to explore and make informed life and career choices with a sense of personal call.

- To strengthen and enhance a sense of call in their work among Loyola's faculty, staff, and administrators.

- To develop outreach efforts that will invite Loyola alumni, middle and high school aged youth, lay and ordained ministers, and adults transitioning into new careers to explore their life and work commitments in light of their intellectual and faith convictions.

- To share best practices from Project EVOKE with colleagues from the 28 member institutions of the Association for Jesuit Colleges and Universities, as well as with interested colleagues in U.S. Catholic colleges and universities and Jesuit universities worldwide.

Project EVOKE began by engaging the Loyola community with presentations made at the Lake Shore, Water Tower, and Mallinckrodt campuses during the Spring, 2001. Faculty and staff were invited to participate in many ways, including attendance at events to learn about and renew their own sense of call and vocation. In the Spring, EVOKE sponsored a the Prayer Luncheon at the Water Tower campus focused on reflection of personal call. A staff luncheon at Water Tower campus held on July 10th invited participants to examine their work and careers and their

passions. A retreat was held at Lake Delavan, Wisconsin from June 17th to June 19th, 2001 to provide an opportunity for faculty and staff to reflect on their role as mentors and advisers to students making life and career decisions.

Each of these events is part of a program designed to heighten the awareness of the sense of call in Loyola's faculty, staff, and administrators so they can improve their knowledge of how to incorporate the theme of vocation/call into their interactions with students, particularly when discussing choices related to career and academic major. Faculty have been invited to submit proposals related to integrating the concept of vocation and call into curriculum and activities outside the classroom as well.

Other opportunities for Loyola students, faculty, staff and members of the broader community to explore vocation and call are planned for the fall. Studs Terkel, world renowned oral historian, author, radio host, and lecturer will speak on the topic "The Life of Work". Dr. Mark Albion, author of the New York bestseller, "Making a Life, Making a Living" and a former professor of marketing at Harvard Business School will speak on the topic "Making a Life, Making a Living". The On Call students with meet with Greg LeVoy. Loyola will welcome Michele Forman, National Teacher of the Year, on November 6, 2001.

EVOKE staff and representatives also make presentations to incoming freshmen and their parents and transfer students. EVOKE is in the process of engaging the faculty in on-going conversations about the core curriculum and the role of call.

<u>The On Call Program</u>
Designed as a three-year experience for students beginning their sophomore year in 2001, Loyola's On Call program will provide students with an ongoing, supportive learning community in which they can ask themselves and one another, "Who am I as a talented college student and how can I act on these talents in my personal and professional life to be who I really wish to be?"

On Call students will be provided with participate in a series of co-curricular activities throughout the remainder of their time at Loyola designed as four learning modules for each year. Each module consists of a unique workshop, mentoring, retreat, or immersion learning experience. Additionally, students will participate in various assessment-related activities, such as an annual interview, writing regular entries in a personal *On Call* journal, and the completion of occasional reflection essays. Loyola's On Call program was mentioned in a recent issue of the Journal of College and Character.

Finally, a Leadership Institute was held for Loyola students who explored what leadership means through activities and discussions that focus on community/team building skills, problem solving exercises, ethics and integrity in leadership, with the theme of vocation and call. Senator Christine Radogno, BA '73, MSW '74 and Mr. Joseph P. Sullivan, businessman, philanthropist and friend of Loyola, engaged in a lively discussion with the students about their own life choices and the roles of leadership and call in the public and private sectors.

MacMurray College

Executive Summary

MacMurray College has faced long-term fiscal constraints that have necessitated that the College be extremely conservative in its budgeting and management processes. MacMurray is now developing a new management information system (MIS) to provide more data and analysis—both for management of academic programs as well as the budgetary process.

Additionally, the College has embarked upon addressing deferred maintenance, renovation of facilities, and the adding of two new facilities—one for Art and one for Music. We believe that these enhancements are critically important to future competitiveness and service.

New programs are being developed, and existing programs are being reviewed and analyzed as to whether they continue to meet the needs of the population served best by MacMurray College. An Interpreter Training Program for the deaf community is an example of a program developed in conjunction with community colleges in an attempt to alleviate duplication and to provide the necessary resources to the deaf community.

A new initiative now underway is the design of Master's Programs to serve the immediate area in the field of education. Based upon conversations with local school districts, MacMurray College has designed and is seeking approval from the appropriate agencies of a Master of Arts in Teaching and Master of Science in Education.

With regard to providing services to our present students, plans are underway to provide students with "activity transcripts". This will allow co-curricular activities to be properly noted and recorded on the student's behalf for use by future employers or graduate school admissions staffs. Plans are also underway to group students in our residence hall system with individuals who have common interests and are pursuing common degrees. Such a plan is still under investigation.

In conclusion, all initiatives and services are designed with the student in mind. As the College attempts to make changes in the physical plant and the curriculum, the overriding concern is to continue to provide access to an outstanding education at an affordable level to the student. Our primary purpose, of course, is to provide high quality educational programs at an affordable price and to make programs accessible to the students throughout the immediate area, throughout Illinois, and throughout the region.

Goal 1 – Economic Growth: Higher education will help Illinois business and industry sustain strong economic growth.

What is the college/university now doing that advances each state goal and the related actions?

A. Develop plan to assist local, regional and state mandate for providing economic growth opportunities. Review and develop new program opportunities. Meet with community and state leaders to develop growth strategies and to understand each other's view of the future and we fit in that future. College officials now serve on the Jacksonville Main Street Board, the Chamber of Commerce, and a number of other local and regional initiatives.

What specific action(s) does the college/university intend to undertake in the coming year (or two) to advance each state goal and its related actions?

A. Attend various state and regional meetings and maintain communication with local community and state personnel to identify situations whereby the College may assist the economic growth of the area by means of educational opportunities to business and industry.

How does the college/university plan to demonstrate progress from one year to the next in achieving each state goal or its related actions?

A. Review initiatives in relation to economic growth for the immediate area and to assist in the further development of the local environment.

Goal 2 – Teaching and Learning: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

What is the college/university now doing that advances each state goal and the related actions?

A. Develop a facility master plan that can be incorporated into the budgeting process to help ensure adequate funding for facility maintenance and repairs. Assess classroom furnishings and equipment to develop replacement schedules to ensure students are using up-to-date equipment in environmentally pleasing settings. Increased student recruitment and retention are anticipated due to visually pleasing and functional facilities and visually pleasing grounds.

B. As is stated in the strategic plan, we are working to "integrate curriculum with Student Life programming, campus activities, and intellectual/cultural events". A proposed change in the residence halls next year is to group students by interests. Having future teachers on a floor or wing or student teachers grouped together is one possibility. Both of them would add to professional development, greater access to learning resources, and aid in preparation.

C. In consideration of the high school/college concurrent enrollment option, MacMurray College has revised its admission policies to provide opportunities for qualified high potential students, with approval of the high school principal, to enroll in college level courses while in high school.

D. The Jacksonville Partnership for Minority Achievement's (JPMA) tutoring and enrichment program is a partnership composed of MacMurray College, Illinois College, Jacksonville area businesses, and School District 117. Enrichment and tutorial programs are provided for 6th through 12th grade students who have the potential to graduate from high school, graduate from college, and enter the business or professional world. This program not only helps the minority students attain higher academic achievement, but it also gives education majors in both Illinois College and MacMurray College the opportunity to work in a clinical setting with minority students. Approximately 60 different minority students participate in this program each academic year, and 30-40 different students from MacMurray and Illinois Colleges serve as mentors and tutors. The JPMA program supports the State's goals that, "Higher education will join elementary and secondary education to improve teaching and learning at all levels" and, most specifically, the action statement "expand and support programs that foster higher educational aspirations and achievement among minority students". In part because of this program, which has existed for twelve years, a significant number of minority students in the Jacksonville area have gone on to college, graduated, and entered the business or professional world.

A special program under the JPMA this year was a college credit course for 11th-12th grade minority students entitled "The African/American Experience". It was a course taught jointly by an Illinois College and a MacMurray College professor emphasizing African/American history and literature. Eight high school minority students completed the course. It is hoped that with the increased self-esteem of having successfully completed a college course these students upon graduation from high school will be motivated to go on to college. This experiment was supported by a private foundation.

E. Through the establishment of the Interpreter Training Program (ITP), Deaf and Hard of Hearing individuals across the state will eventually have improved access to education, medical services, the courts, and state agencies through the increased number of highly qualified interpreters. This program will also help expand educational opportunities for Deaf and Hard of Hearing minority students. Further, it will apply to the action to "expand access to services, training, and academic programs". This new academic program promotes productivity and accountability in that the program is being built in part upon the distinctive strengths of our Deaf and Hard of Hearing Teacher Education Program.

What specific action(s) does the college/university intend to undertake in the coming year (or two) to advance each state goal and its related actions?

A. Facilities can compete in the budgeting process for college resources.
B. Students will be advised of the aspects of the plan for "integrating curriculum with student life programming, . . ." and, if they desire, housing will allow for student requests—assuming space is available.
C. During this next year, the college will assess student interest in terms of courses/disciplines and attempt to offer courses to meet these needs and interests.
D. The two programs under the JPMA, provided sufficient funding can be sustained, will continue in the future. Increased emphasis will be put on communication between the tutors and the tutees' classroom teachers. Private funding will be sought for "The African/American Experience" course in the 2002-2003 academic year. More regular college students will be encouraged to take the course so they can serve as models for the high school students.
E. In the coming year, the College will continue to advertise the Interpreter Training Program across the state among both deaf and hearing audiences. Ultimately, the program will be judged on the basis of the number of students gaining certification as interpreters for the deaf.

How does the college/university plan to demonstrate progress from one year to the next in achieving each state goal or its related actions?

A. Progress can be charted by maintaining lists of projects to be done and a list of those projects partially and/or fully completed.
B. Placing students in residence halls by the individual's interest, grouping will be self-designing as students request housing placement. An assessment of the plan will be made annually.
C. An increase in the participation for students enrolling in concurrent enrollment will occur.
D. Both programs will be judged in the future by whether there is an increased number of minority students graduating from high school, going on to college, and entering the business world.
E. Through increased access, participation should increase.

Goal 3 – Affordability: No Illinois citizen will be denied an opportunity for a college education because of financial need.

What is the college/university now doing that advances each state goal and the related actions?

A. Keep the cost of tuition at or near the average for private schools in Illinois. Allocate a significant portion of the development office's efforts to raising scholarship dollars. Develop strategies to ensure that students and parents understand their financial options. Annually increase graduation and retention rates and student quality. Provide student support services when possible to help ensure student success. Increase aid in the areas of merit and need via additional fund raising efforts.

B. Regarding academic scholarships, MacMurray College has revised its merit scholarship selection criteria and has expanded awards available to transfer students with the transfer oriented associated degree and awards available to under-represented minorities.

C. Web site administration: Campus administration has changed the web site administration to the Enrollment Division. The web site information will be expanded to better inform key audiences on enrollment issues such as availability of financial aid, providing early estimates of assistance, and admission selection criteria. Special attention will be devoted to the admission criteria for transfer and non-traditional student populations.

What specific action(s) does the college/university intend to undertake in the coming year (or two) to advance each state goal and its related actions?

A. MacMurray will review annually tuition and related issues to maintain an effective delivery of service at an accessible rate.

B. The merit scholarship plan will be implemented to increase access for more students.

C. The web site administration will provide critical information to prospective students, providing information for better access.

How does the college/university plan to demonstrate progress from one year to the next in achieving each state goal or its related actions?

A. Review tuition costs annually to maintain cost-effective education programs.

B. Scholarships will be distributed to appropriate students to assist in their pursuit of a degree in higher education. Better placement will result.

C. Web site administration will provide additional information to prospective students, allowing the prospective student better access to information regarding MacMurray College.

Goal 4 – Access and Diversity: Illinois will increase the number and diversity of citizens completing training and education programs.

What is the college/university now doing that advances each state goal and the related actions?

A. MacMurray College has created a partnership with Lincoln Land Community College, Springfield, Illinois, and now offers a baccalaureate completion option in the Interpreter Training Program. The two colleges will continue to explore other areas of interest, and MacMurray will investigate a similar arrangement with other colleges.

B. MacMurray College has begun expanding and revising course-to-course and program-to-program articulation guides. Efforts will continue in this area until articulation guides are available for each Illinois two-year institution with access to information on the MacMurray web site.

C. MacMurray College is in discussion stages of becoming one of the University Partners in Illinois participating in the Golden Apple Scholars Program. This initiative is designed to increase enrollment of qualified and interested individuals (including under-represented minorities) in teacher education programs.

What specific action(s) does the college/university intend to undertake in the coming year (or two) to advance each state goal and its related actions?

A. Both MacMurray and Lincoln Land will continue to review the participation and interest in the Interpreter Training Program. Additional communication will be disseminated to interested community colleges to provide access to the program.

B. The revision of the course-to-course and program-to-program articulation material will be distributed to interested community colleges and individuals.

C. Appropriate material will be developed and distributed to appropriate organizations and individuals.

How does the college/university plan to demonstrate progress from one year to the next in achieving each state goal or its related actions?

A. The College will review participation on an annual basis or as necessary. The level of participation is a key factor in identifying appropriate services.

B. The revision of the course-to-course and program-to-program articulation material will be distributed to interested community colleges and individuals.

C. Appropriate material will be developed and distributed to appropriate organizations and individuals.

Goal 5 – High Expectations and Quality: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessments of learning.

What is the college/university now doing that advances each state goal and the related actions?

A. Build new art and music buildings to provide state of the art facilities to attract and retain the best faculty and students and provide opportunities for the local community. The Art and Music buildings will be ready for occupancy by June 1, 2002. Increase number of majors in both programs. Help to strengthen the college's core liberal arts program. The college has procured sufficient gift income to pay for building these facilities. College recruiting materials reflect the strengthening of our liberal arts programs.

B. The activity transcript generated in the Student Life Office is a real part of this goal. In addition, our expectation is to encourage more and more students to participate in internships is also relevant.

What specific action(s) does the college/university intend to undertake in the coming year (or two) to advance each state goal and its related actions?

A. MacMurray College will continue to stress the liberal arts education for all majors and students. The quality of the programs (art and music) will be strengthened through the emphasis on a quality program that will be operational in a facility designed to provide outstanding instruction.

B. The activity transcript will reflect areas of experiential expertise of students. Additionally, activity transcripts will reflect areas of participation related to the students' activities.

How does the college/university plan to demonstrate progress from one year to the next in achieving each state goal or its related actions?

A. Participation in activities related to the Art and Music buildings will be reflected through increased participation in course, major, and community-related participation.

B. Students wishing to share the related college experiences, in addition to the academic transcripts, will request an activity transcript to be forwarded to both prospective employers and universities for further studies. Requests for activity transcripts should increase.

Goal 6 – Productivity and Accountability: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

What is the college/university now doing that advances each state goal and the related actions?

A. Install a new Management Information System (MIS), encompassing both administrative and academic computing. Reallocate current budget resources, and secure new outside financing. Explore grant funding opportunities. An implementation plan was developed and approved at the board level to implement the system consistent with financial and human resources over a three-year to five-year period of time. The implementation plan will be reviewed yearly to assure objectives are being met, and financial resources are available for the next phase.

B. More energies are being used to collect statistics about our graduates' success in finding jobs or furthering their education.

What specific action(s) does the college/university intend to undertake in the coming year (or two) to advance each state goal and its related actions?

A. With the installation of a new MIS, MacMurray College will provide better and more complete assessment of the areas stated in the above section. The system will allow the college to provide analysis in the area of productivity, cost-effectiveness, and, therefore, providing better accountability.

B. Information on the graduates' success will provide the necessary information on both recruiting and advising of students.

How does the college/university plan to demonstrate progress from one year to the next in achieving each state goal or its related actions?

A. Information from the system will be shared with appropriate staff. Data collected and records will be adjusted as necessary to build the database necessary to meet college goals and to be supportive of the college's strategic plan.

B. Data compiled will be utilized with the college's administration and department personnel. Information may be useful in assessing the program during periodic review of instructional programs.

ANNUAL RESULTS REPORT
Presented to
Illinois Board of Higher Education
By
McKendree College
August 13, 2001

Executive Summary

McKendree College has enjoyed a very successful year of growth. Our faculty and student body have each increased in both quantity and quality. Our freshman class reported a 2.7 GPA and 25 ACT with an increasing number of valedictorians joining our student body. McKendree has welcomed 10 new faculty members, most of whom have Ph.D. or terminal degree equivalencies and who are published scholars and well respected in their academic fields. Academically, McKendree has significantly enhanced its technological and computer skills with the addition of an Instructional Media Specialist and the completion and dedication of the technologically equipped Marion K. Piper Academic Center that also houses the college's computer center.

This year McKendree is in the process of implementing new academic and administrative database management software programs. The result will help streamline administrative functions, improve the registration process and enhance internal systematic facilities management and maintenance. In addition, McKendree has also implemented new instructional software that improves teaching in the classroom.

Testament to the growing academic quality of McKendree College is our ranking by *U.S. News & World Report* as a top-tier Midwest liberal arts college. Furthermore, attesting to the fact that McKendree offers high value for a respectively low tuition is the fact that we are identified by Institutional Research & Evaluation, for the seventh consecutive year, as one of America's 100 Best College Buys and one of America's Best College Scholarships and included in the Student Guide Series published by John Culler & Sons.

"Best Practice" – Academic

Scholars: The McKendree College Journal of Undergraduate Research is published on-line at McKendree College at http://faculty.mckendree.edu/scholars. *Scholars* was founded to create a forum for superior undergraduate research, to encourage undergraduate research and scholarly writing, and provide its staff with a challenging academic experience.

The Illinois First grant enabled McKendree to begin *Scholars* by providing a stipend for three student editors. These editors run the journal: their tasks include public relations, desktop publishing, and web design in addition to the academic challenge of determining which submitted papers are most worthy of publication. With the help of faculty advisers Dr. Brian Frederking (Political Science) and Dr. Tami Eggleston (Psychology), the editors have devised a professional editorial policy that includes anonymous reviews from other top McKendree students. The journal is an outstanding vehicle for the student editors to experience organizational and academic challenges.

The journal also, of course, provides a forum to showcase the superior undergraduate research at McKendree College. The first issue included nine articles (listed below). The articles come from a variety of disciplines, including psychology, chemistry, sociology, and literature. The journal provides recognition to these students, adds to their credentials as they apply to graduate school, and encourages growth in undergraduate research on campus.

The Effects of Faith on Personality Characteristics, Julie Taylor
The End of Affirmative Action: Society Calls for a Change, Diane Nagel
The Impact of Birth Weight on Psychological Development, Heather Wilde
A Comparative Study of Toxic Thiocynate Ion in the Saliva of Smokers and Non-Smokers, Lynn Krebs
Perceptions of Death and Effects of Emotion, Emily Prater
Academic Achievement and Alcohol: A Successful Combination?, John Franklin, Jr.
The Effects of Birth Order on Interpersonal Relationships, Renee Schilling
The Post-Modern Man: On Masculinity, Fatherhood, and Work, Cedric Cooper
Analysis of the Distribution Coefficient of Simazine in Organic Soils vs Non-Organic Soils, Lindsey Braun

Our short-term plans are to expand to two issues a year as we increase the journal's level of exposure on campus. If the journal is successful and we can acquire future funding, our long-term plans are to accept submissions from undergraduates at other liberal arts colleges across the country.

"Best Practice" - Administrative

Implementation of the Datatel administrative software program will significantly improve our database and management information systems. For greater details of this effort, please see Goal #6 in this report.

GOAL 6 – Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

McKendree College continued its progress in meeting the needs of diverse segments of Illinois citizens during the 2000 - 2001 year. In order to continue its pursuit of improved productivity, cost-effectiveness, and accountability, McKendree College in the 2000 – 2001 year developed and began implementation of a plan to upgrade its management information systems. Funded in part by the Illinois First Grant program, the College surveyed its needs for streamlining the flow of information about finances, student records, student financial aid, human resources, institutional advancement, and other aspects of its administrative operations, and developed a strategic plan to address those needs for the purpose of enhancing services to students, faculty, and the other constituencies we serve. A request for proposal process was conducted to identify systems that would meet our needs, and a contract for a new system was signed in January of 2001.

During the coming year, McKendree College will begin live implementation of this system through training and education of faculty and staff, and will introduce new processes and procedures for such critical functions as purchasing, accounts payable, financial aid, financial reporting, student admissions and records, physical plant maintenance, and related administrative functions. Initiation of live operation of these applications will be phased through the fiscal year as systems are activated in a sequenced fashion. By the end of FY 2001 – 2002 we expect that all major administrative functions will be in full-scale operation on the new system. This will all be done without addition of new staff, and will result in more timely and accurate cost reporting and accountability for these crucial administrative functions.

McKendree College will demonstrate progress toward this goal through routine progress assessment against the implementation plan with periodic reporting to our senior administration and Board of Trustees.

IBHE RESULTS REPORT

MILLIKIN UNIVERSITY
Decatur, IL

August 10, 2001

EXECUTIVE SUMMARY

Millikin University has contributed significantly to help higher education in Illinois meet the six goals of the Illinois Commitment. In doing so, Millikin University has committed itself to its mission of preparing students "for professional success, democratic citizenship in a diverse and dynamic global environment and a personal life of meaning and value."

Administratively, in 2002 we expect a new space to be carved out of renovation to house a Business Research Center, where collaboration with local Economic Development Corporation of Decatur / Macon County will become a reality. Furthermore, to increase our ability to develop community and corporate partnerships we are developing a university database through the newly created Community Development, Partnerships, and Diversity office to better leverage and focus our resources.

Millikin's approach to integrated strategic planning is included in its Centennial Priorities Committee process, and establishing a set of indicators called "dashboard" to monitor its progress is the next step.

Educationally, we continue to highlight and augment Millikin's experiential education and its service learning activities. Millikin University has developed and begun implementation of a comprehensive strategic plan where the focus is on increasing the learning potential of students through the diversity of the student population and faculty, integrating cultural differences into the curriculum and the way instruction is given, and creating an atmosphere where diversity is valued. Our Millikin Program of Student Learning gives Millikin University the opportunity to develop our students into well-rounded citizens who are not only equipped to make a living, but also know how to live through service and contribution.

Millikin University is looking forward to 2001-2002 and beyond as our quest to become one of the premier small universities in the State of Illinois and the nation becomes closer to reality.

IBHE RESULTS REPORT

MILLIKIN UNIVERSITY
Decatur, IL

August 10, 2001

BEST PRACTICE: ACADEMIC

Millikin University's Program of Student Learning has been recognized by the Association of American Colleges and Universities (AAC&U) as one of the nation's top educational programs. At the AAC&U's February conference on Best Practices in General Education and its Assessment, Millikin University received a Special Commendation for Distinguished Achievement in Undergraduate Education as part of AAC&U's Greater Expectations Initiative. Millikin's Program of Student Learning is designed to help prepare students for responsible and rewarding lives in the 21st century, revolving around three core questions: *Who am I?*, *How can I know?*, and *What should I do?*

The University Studies Program component requires courses in each of a student's years at Millikin. In addition to courses in *University Seminar* and *Critical Writing, Reading, and Research I and II*, students must take the U.S. Studies Course, Global Studies Course, and a University Capstone Seminar. In addition, there are requirements in quantitative reasoning, fine arts, natural science, language and culture, as well as an off-campus learning experience. In each of a student's years at Millikin, he or she will have courses beyond the major which include students from across the University. Students will encounter myriad topics such as diversity, environment, Canada, Gandhi, and even medicine from a cultural perspective. Students will also encounter myriad students. All of these courses and students serve to give students an enlarged perspective, on the world and themselves.

IBHE RESULTS REPORT

MILLIKIN UNIVERSITY
Decatur, IL

August 10, 2001

BEST PRACTICE: ADMINISTRATIVE

The best administrative practice Millikin University has chosen to highlight is development and implementation of an integrated strategic plan. This was done through the formation of the Centennial Priorities Committee (CPC), made up of students, staff, faculty, and administration to ensure its inclusiveness. The CPC, charged with developing a strategic plan that would enable Millikin to become a premier university within the next five years. The CPC provides an integrated framework of a monitoring system, a campus-wide committee to oversee the strategic planning, and budgeting process.

The CPC has identified five priorities essential to the betterment of Millikin University, and twelve goals to attain those priorities. Alongside the priorities and goals, the CPC has listed key indicators to measure our progress toward priorities. Through campus-wide working groups, the CPC will achieve its goals and raise Millikin University to a new plane.

The five priorities of the CPC are:

1. Establish Millikin's reputation as a distinctive small university of excellent academic quality.
2. Improve the Learning and Living Environment for Students.
3. Improve Millikin's ability to recruit and retain excellent faculty and staff.
4. Expand external partnerships to enhance opportunities for learning and citizenship.
5. Strengthen the financial base to sustain Millikin's future.

In conjunction with the CPC, a series of indicators arranged in a University "dashboard," or indicators, that have been developed in order to monitor the progress of Millikin University's planning goals. Indicators are in five major categories which correspond to the main goals of the plan: Market Demand (e.g. freshmen matriculant yield); Education (e.g. student satisfaction); Educational Outcomes (e.g. placement rates); External Support (e.g. alumni giving); and Financial Health (e.g. Endowment per student).

A RESULTS REPORT TO THE

ILLINOIS BOARD OF HIGHER EDUCATION

FROM

MIDSTATE COLLEGE

R. DALE BUNCH, PRESIDENT

JULY 30, 2001

EXECUTIVE SUMMARY

Midstate College has renewed and expanded its ten-year Strategic Plan during the 2000-2001 academic year. The process of development and implementation of the Strategic Plan has enabled the institution to more effectively target the goals which are set forth in the Illinois commitment.

The college has achieved 20% enrollment growth this year with student enrollment in Business Administration, Computer Services and Medical Assistant increasing substantially to help meet projected employment needs in Illinois. The growth is attributed to an increased development of technology and technical support on campus, the rapid expansion of quality on-line web-based courses which allow commuting students a more balanced schedule, strategic marketing - highlighting the business, computer and medical educational opportunities, and the expansion of curricula to include four year degree options.

The institution is committed to expanding facilities and parking at its campus to accommodate future growth which is anticipated as additional bachelor degree programs and higher levels of technology opportunities for its students are put into place.

Midstate College is placing special emphasis upon assessment of student achievement this year with a mandatory requirement of an acceptable portfolio demonstrating satisfactory work required of all students prior to graduation. The portfolio program provides a basis for institution wide participation and an ongoing strengthening of the knowledge and achievement of departmental and institutional goals.

A new program has been developed to bolster retention results at Midstate. The Student Forum program involves a one-half hour meeting between department directors, faculty, and their students each term to discuss general departmental and student progress issues and to

strengthen communication between students and faculty. The Student Forum program has received positive comments, and it will be more finely tuned through feedback from students and faculty for future meetings.

Midstate College continues to strengthen its contribution to education in Illinois. We pride ourselves with our relationship with the Illinois Board of Higher Education and the Illinois Commitment Goals.

GOAL 1 - ECONOMIC GROWTH: HIGHER EDUCATION WILL HELP ILLINOIS BUSINESS AND INDUSTRY SUSTAIN ECONOMIC GROWTH.

Midstate College continues to strengthen the association with area businesses and industry by continuing to seek information via surveys, personal interviews, and internships. To provide graduates with a background of classroom study and hands-on technological training and to meet the employment needs of the community has been long-term goals of the College. It is intended to expand internship experiences to area businesses for the benefit of the student and the economy of Illinois. Midstate College hosts an institutional advisory board that meets six times a year. Members of the board represent the various areas of business and industry of the community. Departmental advisory boards also contribute greatly to the relevance of the programs as applicable to business needs. Midstate's programs support the need for a workforce that can communicate, solve problems, work as a team, and possess the work ethic needed to adapt and succeed in a changing business environment. All students at Midstate College, regardless of program, are assessed in these general education outcomes via the assessment portfolio process.

GOAL 2 - TEACHING AND LEARNING: HIGHER EDUCATION WILL JOIN ELEMENTARY AND SECONDARY EDUCATION TO IMPROVE TEACHING AND LEARNING AT ALL LEVELS.

It is the intention of Midstate College to offer free CEU credits for computer related skills to elementary and secondary teachers, counselors, and administrators via half-day seminars. This will also open opportunities to exchange dialogue with area educators regarding curriculum and expectations for assessment.

GOAL 3 - AFFORDABILITY: NO ILLINOIS CITIZEN WILL BE DENIED AN OPPORTUNITY FOR A COLLEGE EDUCATION BECAUSE OF FINANCIAL NEED.

Midstate College encourages every individual who makes application to our institution to visit the Financial Aid Office for an entrance interview to determine eligibility for both the state and federal programs. A Midstate College Financial Aid Administrator will assist the student and the family with completion of the FAFSA application, review the form for errors and then electronically submit the information to the Department of Education's processing center for the student. This process drastically reduces the number of rejected applications due to errors and/or omission of crucial information. Notices of rejected applications or incorrectly calculated expected family contribution figures are virtually eliminated thereby reducing the number of students who do not

BEST ACADEMIC PRACTICE

In the past year, Midstate College has taken great strides in the development of web-based courses. Over 50 courses have been developed and offered online. A team consisting of an administrative coordinator, academic coordinator, and technical coordinator has guided the project. The institution made substantial investments in technology for the necessary infrastructure and technical expertise. Courses are conducted through a newsgroup format with associated web pages of course content. Many different subjects are taught through this format including business related courses, computer and information science, and general education. The learning achieved through this highly interactive medium is measured by the same learning outcomes and standards as the traditional classes. Aggressive goals are set for the continual development and improvement of the web-based education courses as well as student services. Weekly training sessions for instructors and all-school-inservice workshops are in place to support the growth of this program. Midstate College recently earned international recognition for its advancement in web-based education at the Telematica-2001 Conference in St. Petersburg, Russia as a top-honored presentation. While the development of this project is well under way, Midstate College plans to move toward the development of more content-inclusive websites utilizing a wide variety of technology for the benefit of the student. The ultimate goal of the program is to provide the web-based students the same level of service and personal attention available to students on campus with a comprehensive institutional presence on the web.

BEST FINANCIAL PRACTICE

In the dynamic and emerging new world of higher education, colleges must have a clear understanding of the purposes and goals achieved through the use of new technology. The Administration of Midstate College has made a commitment to provide to all students, faculty and staff the technical equipment necessary to strengthen the services provided to students, whether they take classes in a brick and stone or virtual environment. By targeting major expenditures in the area of technology, Midstate College is investing in the future. New technologies offer tremendous promise for enhancing access to everything educationally related to our students. While the promise of these technologies is real and their growth inevitable, the cost to smaller institutions proprietary in nature is considerable. Unlike community colleges, public universities and private not for profit entities, proprietary schools cannot rely on large commercial grants or alumni contributions to offset the high costs of equipment acquisitions and technical support. To dedicate such a large percentage of limited resources in the last year to sweeping technical improvements has been a bold undertaking by the Midstate College Board of Directors and Administration, especially in the face of the rising costs of facility operations and employee retention.

Executive Summary

The six goals of the "Illinois Commitment" set out by the Illinois Board of Higher Education are very much in tune with the Mission and Purposes of Monmouth College (copy enclosed). The first goal is for higher education to help Illinois business and industry sustain strong economic growth. Monmouth College has developed a close relationship with major Illinois industries like Caterpillar Inc. and John Deere Company. Two senior vice presidents from these two companies serve as our College trustees. There are currently several Monmouth College graduates employed by Caterpillar Inc.

The comprehensive curricular review discussed under the "Best Practice" is progressing well. We have embarked on the second year planning phase. Considerable progress was made in the organizational phase last year. As we work toward developing a curriculum for the 21st century, we keep in mind the needs of our state businesses and industries. The Career Counseling and Leadership center has introduced in cooperation with academic departments an outstanding program which is intentionally interconnected in four major areas: career development, leadership development, professional work experiences (internships, job shadowing, etc.) and service learning. This unique program, which gives our students valuable work-based learning and clinical experiences, has recently won an international award.

The College has carefully built up its Information Technology over the past three years. Now the emphasis is on Information Literacy, which is being developed in collaboration with the Associated Colleges of the Midwest.

Monmouth College began the silent phase of a $48 million capital campaign this year. It is a carefully planned campaign to strengthen the academic program and physical plant facilities. Remarkable progress has been made during this silent phase. A $3 million gift announced recently, from one of our trustees, is earmarked to enhance our diversity and globalization initiatives.

The College will continue the initiatives taken through the PQP procedure, and the open budget process that has been established is very conducive to allocation of funds according to set priorities. The College will continue to streamline its operations and improve the efficiency and responsiveness of the administrative functions.

Best Practices

Academic

The goal #5 of the Illinois Commitment aims towards high expectations and quality for our college and university students. It says, "Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning." Some of the "Actions" suggested by "The Illinois Commitment" document for the advancement of this goal are:

- Develop a new definition of quality that requires all programs to be state-of-the-art and relevant to life and work, as appropriate to the academic discipline.
- Integrate awareness of civic and professional ethics and responsibilities into programs, courses and work experiences.
- Create new programs and revise existing programs in response to societal, student and workforce needs.
- Encourage and support programs that enhance understanding of diverse cultures and international perspectives.

As one can readily see, this calls for a comprehensive revision of the college curriculum that would normally take two to three years to complete. Monmouth College has embarked on such a project and the President and the Academic Dean have appointed a task force to conduct a comprehensive curricular review and develop a curriculum for the 21st century which would promote the "actions" listed above besides various other improvements to our academic program. Last year the curricular review was in its organizational phase and we have started working on the planning phase this year. We have received a $200,000 grant from the Teagle Foundation in support of this curricular review. The College has provided about $20,000 and has already committed three tenure-track positions for any new curricular initiatives that may come through this process. In April this year, we brought in a nationally recognized demographer to discuss the current trends in student demographics, in the national and regional perspective. In mid May we held a Curricular Review Search Conference under the guidance of two facilitators/consultants, and collectively we were able to develop, as a campus community, a broad academic vision for the College. The task force then worked intensively with an academic consultant and has proposed some concrete curricular initiatives for continued discussion and consideration by the faculty.

Economic or Financial

The "best practice" which is economic or financial in nature is our open budget process described under goal #6. This process introduced a few years ago is being fine-tuned every year to create a better understanding of the budget process and to make sure that our limited resources are being spent wisely on a variety of projects which are chosen with much thought and wide consultation. Monmouth College launched a capital campaign last year with a goal of $48 million. The President and the Development office are working on the silent phase of the campaign and they have currently have commitments for more than half of the total targeted amount. The College is experiencing a well-planned growth that will be described in the next report.

National-Louis University
Results Report

Executive Summary

National-Louis University, a private, not-for-profit, independent comprehensive university with headquarters in Chicago and campuses in four other locations in the Chicago area has experienced a very successful year in 2000-2001. Characterized by self-study, program review and the formation of successful and long-term partnerships, NLU has met all six goals established in *The Illinois Commitment—Partnerships, Opportunities, and Excellence* (February 1999). Further, this report summarizes the actions that NLU intends to undertake to further the accomplishment of the six goals and the assessment measures NLU has or will put in place to demonstrate its progress toward the goals.

In the past academic year National-Louis University has accomplished the following:

- Adopted thirteen strategic initiatives (*Focus* 2010) recommendation by the University Planning Committee
- Successfully concluded the North Central Association Self-Study accreditation process on April 23-25, 2001
- Received full accreditation for the College of Management and Business programs from the International Association of Collegiate Business Education (IACBE).
- Held tuition steady while gross tuition and fees rose.
- Elected eight new trustees.
- Adopted a new Affirmative Action Plan.
- Partnered with a number of technology providers to develop and maintain coordinated technology services, training and equipment for faculty, staff and administration
- Reorganized the Office of Institutional Research and Planning (IRP) to contribute to the culture of evidence initiatives and support program monitoring and assessment
- Participated fully in three regional consortia—North Suburban Higher Education Consortium, West Suburban Higher Education Consortium and Fox Valley Educational Alliance
- Implemented a University-wide program review policy, assuring a five-year review cycle for all University programs
- Adopted performance review policies for tenured faculty and non-tenure track faculty

National-Louis University is pleased to present the full version of this report and to document the work it is doing to meet the goals established by the Illinois Board of Higher Education.

APPENDIX 1: BEST PRACTICE
ADMINISTRATIVE/FINANCIAL PRODUCTIVITY IMPROVEMENT

National-Louis University and Its Technology Partners

National-Louis University has developed an extensive and complementary network of partners to support and maintain its technology initiatives. In FY01, the following partners worked together to provide improvement for NLU's administrative and financial productivity as well as enhance its academic programs. The partnerships will help NLU continue to streamline all efforts and move forward with a unified technology vision designed to provide the best service to students, faculty and staff both in Illinois and at the University's extended sites.

Collegis provides onsite information management expertise to handle NLU's administrative and academic computing and communications technology functions. Specific services include data center management, development and implementation of strategic and tactical plans, design and implementation of network solutions, expansion of technology for instructional purposes, and development of technology migration strategies to help NLU achieve the maximum return on its technology investment. NLU and Collegis have a multi-year partnership.

SCT—NLU is implementing the SCT Banner Administrative Software Suite, which has core products for Student Information, Financial Aid, Finance and Accounting, Alumni Development and Human Resources and Payroll. NLU will also deploy the SCT WEB for Students, Faculty and Advisors, Employees and Alumni. All components will be live in Fall 2001. Once implemented, these products, with the addition of Campus Pipeline, will create a complete on-line experience for the NLU community in Illinois and beyond.

Broadwing is providing a wide area network through its eClass IP VPN services to NLU's 13 campuses in six sates, replacing its existing 64 Kilobit-per-second frame relay network, dedicated internet access connections, and collection of low-speech telephone lines with an integrated eClass solution. EClass is the industry's first suite of network-based, business-grade IP VPN services which enable NLU to utilize data, voice and video network configurations on one seamless transport platform.

Eduprise is helping NLU develop and evolve a unique strategy for e-Learning, consistent with its academic programs. Eduprise also provides and supports the technologies for teaching and learning and provides the experienced personnel required for training and program development.

WebCT—NLU realized the need to support faculty in their efforts to bring quality programs to the Internet and to develop web-enhanced courses. NLU determined that it needed to support and train faculty using one on-line course development platform. WebCT has proven a good choice that allows for the design of the presentation of the course, facilitates learning, communication and collaboration and assists the instructor in the process of management and assessment of learner outcomes.

NETg—NLU faced significant challenges with respect to developing and upgrading the technical skills of faculty, administrators and staff. The partnership with NETg, the leading developer of e-Learning solutions brought a portfolio of over 1000 courses to NLU employees.

Campus Pipeline is the first personalized Web platform designed exclusively for higher education and will allow for a seamless integration of NLU's administrative services, internet offerings, distance learning resources, and single Web portal for employees and students.

Microsoft, Gateway, Citrix and CISCO Systems—licensing agreements, special pricing for computers, computer and buying plans have assisted NLU meet its needs both in Illinois and at its campuses out of state. Citrix has assisted with technology challenges for our-of-state campuses and CISCO powers the NLU infrastructure with its routers and switches.

APPENDIX 2: BEST PRACTICE
ACADEMIC PROGRAMS

Illinois Teacher Education Partnership

In September 2001, National-Louis University was awarded a $6.3 million grant by the U.S. Department of Education. This initiative, an innovative five-year project in cooperation with ten Illinois high-need school districts, six community colleges and numerous other state, community and business partners, is designed to alleviate teacher shortages in school districts where the need for teachers and the needs of students and families is particularly acute. The Illinois Board of Higher Education, the Illinois Community College Board and the Illinois State Board of Education are partners to the grant.

The grant to NLU was one of eight awarded nationwide under the U.S. Department of Education's Teacher Quality Enhancement (TQE) program. The amount awarded to National-Louis was the second largest in the country in this round of funding and was the only grant awarded to an Illinois college or university. This grant, coupled with NLU's June 2001 award of $1.4 million for a three-year project through the DOE's Preparing Tomorrow's Teachers to Use Technology (PT3) program, allows NLU to extend its NCATE-accredited programming for initial teacher certification.

The program, called the Illinois Teacher Education Partnership (ITEP) brings together faculty from NLU in the National College of Education and the College of Arts and Sciences with partner faculty from community colleges and master teachers and administrators from the participating school districts to design, deliver and support quality teacher education programming. The first students in the program will be enrolled during fall 2001.

In FY01, the partners have met to plan for the recruitment and preparation of the teacher education candidates. Dr. Jane Gard, Project Director, has worked with each of the partners to craft strategies appropriate for the particular geographical setting. Interest in the Springfield, Decatur, Rock Island, East Moline and south suburbs of Chicago has been sparked. Community college faculty have eagerly embraced the opportunity to become involved and to provide further educational opportunities for their graduates. National-Louis has added an additional interactive video station at its Wheaton Campus (for a total of eight at its Chicago area campuses) to augment its capacity to provide instruction for students in this program.

NORTH CENTRAL COLLEGE RESULTS REPORT

8/9/01

Executive Summary

The year 2000-2001 was an exciting one for North Central College. President Wilde completed his 10th year of service as College president, a decade which saw full time undergraduate enrollments rise from 1,287 to 1749 while the number of students housed on-campus increased by over 200. In that same period our endowment increased from just over $10,000,000 to $56,000,000. Tuition and fees increased at a modest annualized rate of 5.5% while, in keeping with goal 3, the percentage of tuition returned to students as financial aid increased from 19.4% to 32.6%. Among the highlights of the past academic year:

- ✓ College enters the second year of our new integrative core curriculum – to be fully implemented for students who entered in the fall of 2000.
- ✓ New endowed chair in music is created through a $1 million gift commitment by an alumnus.
- ✓ The build -out of the Stadium is completed. It provides 6 multimedia classrooms and offices for faculty and staff.
- ✓ University Senate of the United Methodist Church decennial review results in North Central being approved for continued listing without qualifications.
- ✓ Dr. Thomas Sawyer, Director of the Office of Academic Opportunities, and others host the Upper Midwest Honors Council Annual Conference – an event attended by some 200 honors students and their advisors.
- ✓ Dr. Fukumi Matsubara, Assistant Professor of Japanese, serves as local arrangements chair when North Central hosted the Conference of the Midwest Association of Teachers of Japanese – an event attended by about 70 teachers from around the Midwest.
- ✓ The student newspaper (The NCC Chronicle) wins 20 awards (including 6 first-place awards) at the Annual Illinois College Press Association Convention.
- ✓ WONC FM-89.1 wins two more Marconi College Radio Awards, bringing its total to a national high of 20 over the life of the awards program.
- ✓ Walter Johnson named NCAA Division III Central Region Athletic Director of the Year.
- ✓ Reverend Lynn Pries named United Methodist Chaplain of the year.
- ✓ Jan Fitzsimmons, Director of the NCC Junior/Senior Scholars program (see page 4) named an Outstanding Women Leader of DuPage County.

For more information about North Central College, including our financial results and Strategic Plan, visit http://www.noctrl.edu/

sizes, we will be able to reduce the number of large classes while at the same time increasing average class size.

Documentation: We report student faculty ratios, class sizes, and part-time faculty teaching by program and course level every term. This data will enable us to monitor the impact of our new targets for class sizes. The Enrollment and Student Affairs Committee of the College's Board of Trustees has taken a particular interest in the percentage of freshman courses taught by part-time faculty. The Vice Presidents for Enrollment Management and Student Services are mandated to report on our progress to that committee and its Chair.

The National Survey of Student Engagement results are illuminating here as well. NCC students reported significantly greater satisfaction in their relationships with faculty and administration than did students at other NSSE institutions. They also reported greater over-all satisfaction with their college experience as a whole and a greater willingness to attend NCC again given the chance. In short, our students' responses to the NSSE seem to bear out our attempts to provide a high quality education with a personal touch.

Action: Continued Proactive Efforts To Reduce Costs While Maintaining Quality.

Results: As discussed earlier, North Central has held tuition increases to just above inflation (less when the effect of financial aid is factored in). This has been possible because of continual efforts to reduce costs wherever possible coupled with increased income from endowment funds coupled with more aggressive annual fund solicitations.

Plans: We plan to continue to operate as we have for our entire history -- provide the best education for each student while at the same time closely monitoring costs.

Documentation: North Central College has had 30 years of balanced budgets, a record which is rare among private liberal arts colleges with limited endowments. We intend to maintain that record.

Best Practices

A comprehensive college affiliated with The United Methodist Church, North Central is committed to meeting the *individual* needs of students at different stages of life and from different ethnic, economic, and religious backgrounds--who bring diverse expectations to the educational process--with programs responsive to those needs (residential, outreach, full-time, and part-time), while ensuring that all students *experience in common* the "North Central difference":

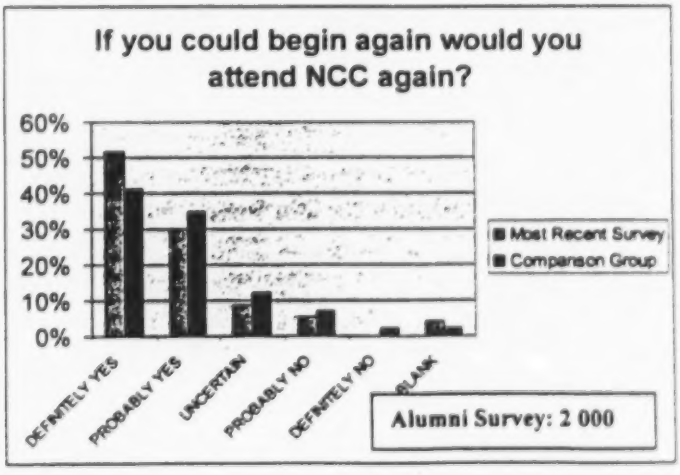
- One faculty committed to teaching...in small classes...in which writing, reasoning, and speaking skills are emphasized. and one standard is applied to all degree recipients.

- Educational programs rooted in the liberal arts and the traditions of a residential college--an integrated and broadly based set of 14 core courses for all undergraduates--but also actively engaging the world around us, and the practical skills needed for jobs and successful careers.

- A commitment, both inside and outside the classroom, to a campus climate of tolerance and empathy and supportive of learning about leadership, ethics, and values.

Because of our mission, we view productivity as something which must be student (or "customer") or outcome focused; we measure productivity one student at a time, in the market choices of the students who choose to attend here, and in their success as graduates. Each of our Freshmen (English composition) Seminars is taught by two faculty members – one from English and the other from another discipline. This is clearly not the most "productive" means of delivery. We feel strongly enough about the benefits of interdisciplinary learning to invest the extra resources needed to ensure that all of our entering students have such an experience in their first year on campus.

We maintain articulation plans for students intending to transfer to North Central from many nearby community colleges. Students following these plans are assured of graduating within our 120 semester-hour requirement even if our programs change while they are in attendance at the community



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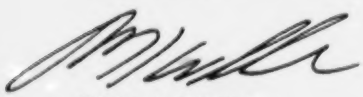
college. We are participating in the Illinois Articulation Initiative as yet another way of assuring that all of our students are provided with maximal flexibility in completing their educational plans.

As a **comprehensive** institution, we believe that our job is to educate students of all ages for the challenges of the 21st century and, building upon our heritage and location, to serve *our students* better than any other institution could. The results from our annual survey of recent alumni indicate that our graduates are pleased with the quality of their education and our consistently high job placement record.

Our institutional assessment plan was designed with a value-added approach. By that standard, we believe we measure up quite well. While our students are not all in the top ten percent and our endowment is not among the largest, we believe that the education we provide each student meets the highest standards of quality.

We are committed to improving, extending and documenting our impact on **each North Central student** both in and out of the classroom. Toward that end we will complete a major strategic planning effort during the 2001-2002 academic year. Our goal is simple – to explicate the important next steps in our efforts to remain the best comprehensive college in the Midwest.

Respectfully submitted,



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NORTHWESTERN BUSINESS COLLEGE
2001 RESULTS REPORT

Best Practice

Our best practice example this year relates to Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels. In late 1999, NBC was approved by the Chicago Board of Education to offer College Excel classes, one of the Board's Education-to-Careers initiative, in five programs. Through College Excel, high school juniors and seniors may enroll for approved courses at several area colleges and simultaneously earn both high school and college credit upon successful completion of the course. In order to be eligible, students must meet academic requirements of the high school as well as the criteria established by the college. The college tuition, books, and transportation costs incurred by the students are paid for by the Chicago Board of Education.

Our contract with the Chicago Board of Education provides several incentives and advantages to students and to the community:

- NBC College Excel students can take up to two classes per semester in Administrative Assisting, Computer Information Systems, Desktop Publishing, Hospitality Management, Medical Assisting, Paralegal, or Travel and Tourism programs.
- College Excel students have full access to support services available at Northwestern Business College, including career and academic advisement, tutorial support, and use of the college's computer lab and library.
- Students who complete at least four classes at NBC through College Excel and then enroll as full-time students upon their high school graduation are eligible for a College Excel Scholarship of $3,000.
- NBC has reduced tuition costs by one-third for College Excel students and book costs by 20 percent, savings which are passed directly to the Chicago Board of Education in their administration of this program.
- The college reimburses the high schools 25 percent of the transportation expenses they pay to students for their commute to our campuses.
- For every 80 classes taken at NBC by students of an individual high school, the college will donate one free computer to the high school. The high school may select the computer up to a value of $1,000.
- In May of 2001, NBC donated a computer to Prosser Career Academy for surpassing the 80 mark goal with 91 classes taken by their students.

Because of the extraordinary growth of the College Excel Program, a full time College Excel

Director and an administrative assistant was hired to oversee the recruitment and success of the program. The director is responsible for visiting high schools, presenting our program to students and high school coordinators, and enrolling students. The director also serves as advisor to College Excel Students enrolled at NBC and as liaison with the Office of Education-to-Careers regarding deliverables. In the Spring 2000 semester, our first with College Excel, we enrolled a total of 54 students at our two campuses. In the Spring 2001 semester, we had a total enrollment of 214 students.

Through this joint venture with the Chicago Public High Schools, we are able to extend opportunities to high school students to advance their high school education with college-level course work taught by NBC's faculty. College Excel students gain experiences of the "real world" with advantages that help them succeed. After graduation, they join the workforce or continue their education with marketable skills and a deeper understanding of their chosen career path.

QUINCY UNIVERSITY
RESULTS REPORT FOR THE
ILLINOIS BOARD OF HIGHER EDUCATION

AUGUST 2001

I. INTRODUCTION

A. Introduction

Quincy University is a coeducational Catholic liberal arts university governed by an independent Board of Trustees. Founded in 1860, Quincy University was chartered by the State of Illinois in 1873, and has operated continuously as a private, nonprofit institution of higher learning. It is accredited by the North Central Association of Colleges and Schools, 1-800-621-7440, 30 No. LaSalle, Suite 2400, Chicago, Illinois 60602. It is approved as a four-year university by the Illinois Department of Public Instruction, and is a member of the National Catholic Association of American Colleges.

B. Statement of Purpose

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and life.

II. EXECUTIVE SUMMARY

Quincy University has drawn upon the strategic goals articulated in The Illinois Commitment planning initiative to develop a number of new programs and to redesign others aspects of the University's curriculum and operations.

In response to needs expressed by businesses in the Quincy area, the University has engaged in several educational partnerships with area firms and organizations. The University has launched a Bachelor of Science in

Engineering program as well as The Accelerated University, which offer degree programs designed to better serve adult learners. Collaborative training programs have been developed with the Department of Corrections, the Regional Office of Education, and area businesses.

Quincy University continues to build on a sustained relationship with area elementary and secondary schools through cooperative programs for the integration of advanced technology in the high school science classroom and for improved strategies for teaching transitional readers. This year, the University has entered into special partnerships with the Regional Office of Education, has participated in the educational leaders council, and has developed a partnership program with John Wood Community College and the Quincy Public Schools to establish a professional development school without walls. The University continues to offer graduate level workshops on topics relevant to the school improvement plans of area schools and provides discounted tuition to teachers in the Adam-Pike region.

Such discounts are part of the University's commitment to extending the benefits of education to all students without regard for financial need. An extensive program of financial aid, coupled with exceptional efforts to provide information and assistance to families in applying for aid, has improved access to a Quincy University education. In addition, the University has joined John Wood Community College and area school districts in sponsoring the Scholars for Quincy program to provide special assistance to economically disadvantaged students. A new program, Jump Start, has been developed to offer high school students an opportunity to enroll in university courses tuition free.

One goal of the Scholars for Quincy is to enhance the diversity of the student body at QU. The National Youth Sport Program and several programs proposed in recent grants submitted to the state board under the Higher Education Cooperation Act have been developed to encourage and support minority participation and success in higher education. The Accelerated University has been designed to make it possible for adult professionals to complete course work on an accelerated and flexible basis.

The University has devoted a great deal of attention to questions of accountability and institutional effectiveness. Campus-wide committees on assessment have been developed for each of the six functional areas of the University. The maintenance of a small student-to-faculty ratio and the implementation of faculty development in various areas, including the use of

technology, support the goal of continuing to improve the quality of all academic programs.

An institutional self-study and the development of a strategic plan have been completed this year to provide direction for future growth and development. Organizational restructuring, curriculum review, new program development, and the conversion to a new administrative computing system have contributed to enhanced productivity.

IV. BEST PRACTICE

Quincy University Board of Trustees Statement on Governance

It is important that each member of a university community knows who makes what decisions, how the decisions are made, who will be consulted in the decision making process, and who possesses what level or degree of authority and autonomy in making decisions. At its February, 2001 meeting, the Quincy University Board of Trustees approved and adopted a comprehensive statement on University Governance. The purpose of this document is to:

- **Provide clear information about who makes what decisions**
- **Apply the principal of subsidiary as proposed by the Association of Governing Boards (AGB)**
- **Strengthen the role of the Vice President for Academic Affairs (VPAA)**
- **Clarify the role of the faculty *qua* faculty, *qua* member of a college, school, or program, *qua* individual faculty member**
- **Respond to the AGB concern regarding governance which states: "A one-sided obligation exists in which the university is expected to provide tenure, compensation, professional support, technical services facilities, equipment, and the protection of academic freedom to the professorate while the reciprocal obligations are nowhere specified."**
- **Encourage the faculty, through the Academic Affairs Advisory Council, to exercise its right and privilege to make recommendations regarding policies and procedures which, when approved by the Board and/or President as appropriate, will be implemented by the VPAA**
- **Shift the "work" of development, implementation, evaluation and revision to the college, school, and/or program under the authority of the VPAA who will be responsible and accountable for implementing the policies and guidelines approved by the president and/or board of trustees.**

Each constituency of the University is represented on an advisory council, and all members of the university community have opportunities to serve on committees as is appropriate. Members of the university community also serve

in an advisory capacity on committees of the Board of Trustees.

This document clearly outlines how authority is exercised and who makes decisions. The responsibilities as well as the privileges and authority of the faculty are delineated. The authority of students, professional staff, and other stakeholders are outlined. It is believed that this new campus governance structure will facilitate shared governance, increase efficiency, and expedite decision making throughout the University community.

Quincy University Engineering Program

Many businesses in the Quincy, Illinois area requires skilled employees in the mechanical and electrical professions. The engineers in these professions have received their professional training away from Quincy. The closest universities offering engineering degrees are at least a two to three hour from Quincy. Because of the rapid growth of technology in the industrial community, people in these professions need to update their skills. The travel distance to the closest of these universities makes continuing education difficult even with satellite technology that permits transmission of lectures from these institutions.

At the request of area businesses, an Engineering Program was developed by Quincy University to meet the critical need for well-qualified engineers in West Central Illinois. Approved by the Board of Trustees, the Bachelor of Science in Engineering with emphasis in mechanical and electrical engineering will commence in Fall 2001. The mechanical program provides the theoretical basics of thermodynamics, heat transfer and mechanics while providing a practical application of these concepts through laboratory work accompanied by a senior project. The electrical program provides the basic concepts associated with electronics, microprocessors, computers, signal processing and systems analysis.

Both the electrical and mechanical programs have commonality during the first four semesters allowing the university to develop the program with the minimum of staff to cover both disciplines. Quincy University is located in a community that is the home of numerous high tech industries. This affords the University the opportunity to provide valuable co-op experiences for students. Area businesses have pledged financial support for the development of this program as well as committed to providing employment opportunities to graduates.

ROBERT MORRIS COLLEGE

2000-2001 RESULTS REPORT–THE ILLINOIS COMMITMENT

Executive Summary

The Robert Morris College mission and fundamental priorities ideally position the College to embrace the goals of The Illinois Commitment:

- For more than a decade, RMC has held the distinction of annually granting more associate degrees (all majors combined) to minority graduates than any other private or public institution in Illinois. In 2000, it ranked 16th and 28th nationally according to Black Issues in Higher Education as the largest grantor of bachelor degrees in Business Administration to African Americans and to Hispanic Americans respectively.
- RMC has a long performance history that reflects its past and present partnerships with business/ industry and with other educational institutions to promote economic growth and excellence in teaching and learning.
- Quality, responsiveness, productivity and accountability are central themes in the College's planning, decision-making, and evaluation processes and are publicly expressed in the institutional statement of mission, purposes, goals, and operating principles.
- Robert Morris College achievements during the recently completed 2000-01 academic/fiscal year verify support for The Illinois Commitment's six goals.

Goal 1—Economic Growth: Two new applied bachelor degrees (Graphic Design and Computer Studies) were implemented. Two additional concentrations (e-Commerce and Telecommunications) were designed as additional options in existing degrees, and new degree authority was obtained for the AAS in Fitness Specialist degree.

Goal 2—Teaching/Learning: Slightly over 500 Chicago Public Schools 11th and 12th graders participated in RMC's College Excel program to build solid academic, technical, and general employability skills and earn dual high school and college credit. A system of outreach activities to underserved, disadvantaged groups (including parents, elementary and high school students) continued to expand; specific additions in 2000-2001 were the Science/Technology Enrichment program for 4th graders and a Parent Education program to improve the quality of parents' involvement in their children's elementary school experience.

Goal 3—Affordability: RMC's tuition rate, after a 5% increase, is the third lowest among Illinois private, not-for-profit colleges/universities. Institutional financial aid to students increased 13% while the average amount borrowed by RMC students for college expenses was 6% less than the average published in the *National Report Card – Next Steps.* The loan default rate dropped to a 10-year low.

Goal 4—Access/Diversity: Access to the College's programs by students from diverse backgrounds is a direct measure of RMC's ability to fulfill its mission. Enrollment growth for the year was 15.3% and largely attributable to "taking education to the student" through the addition, since 1999, of five extension centers each of which is operationally affiliated with one of the College's three full-service branch campuses. A baccalaureate degree completion option and prior learning assessment were implemented for working adults including a student cohort at Joliet Junior College.

Goal 5—High Expectations: The College concluded its self-study for continued accreditation by The Higher Learning Commission/North Central Association, and the site visit resulted in the team recommending continued accreditation for the maximum period (10 years) without any mandated interim focused visits or required reports. Student participation in internships more than doubled compared to the previous year. Two faculty development consultant positions were added to provide peer leadership in promoting enhanced teaching-learning strategies.

Goal 6—Productivity/Accountability: The College revamped its organizational structure for administering branch campuses and extension sites to better coincide with institutional effectiveness goals. Likewise, all job descriptions for RMC staff and faculty positions along with hiring and performance evaluation protocols were critiqued and reviewed .

RMC has designated the goals of The Illinois Commitment as an integral part of the institution's on-going self-evaluation which includes the following additional processes: assessment of student academic achievement; assessment of institutional effectiveness; program review; institutional performance/productivity measures; peer audit; criteria for new initiatives/ institutional change; and long-range planning.

THE ILLINOIS COMMITMENT–PARTNERSHIPS, OPPORTUNITIES AND EXCELLENCE

ROBERT MORRIS COLLEGE
2000-2001 RESULTS REPORT
ACADEMIC BEST PRACTICE—Internship Options in Applied Associate and Bachelor Degrees

All programs of study at Robert Morris College lead to an applied degree at the associate and bachelor degree level whether the student chooses a major in business, allied health, information technology, or art/design. The respective curricula focus on integrating theory, concepts, and applications. RMC's applied learning model includes varied, student-centered educational practices all directed toward the development of knowledge and skills adaptable to new problems; therein students are required to make connections across disciplines and to use specialized knowledge in larger contexts. Included among the learning strategies are opportunities such a internships, community service, study abroad, capstone courses, and job shadowing.

Robert Morris College's internship program has grown dramatically in the past five years. Student participation in internships has grown seven-fold over that time period; during 2000-2001, 784 internships were completed, more than double the number of the previous year. Students can select from three types of internships: project, group, job. Each type is distinguished by specific conditions and requirements, but all share a common general outcome—experiential learning—premised on the goals of the applied learning model.

All three types of internships bear credit which is applicable toward the requirements of the student's chosen degree and may be paid or unpaid. The length of and credit for the internship varies depending on learning objectives that are mutually decided upon by the student intern, faculty advisor, and supervisor at the internship site. For instance, a project internship in which an sophomore accounting student assists with compiling paperwork for a company's financial audit may cover a span of two weeks/20 hours prior to the auditor's arrival whereas one where a computer studies major installs and tests a computer program and introduces it to user groups may entail many more hours over a longer time period.

A group internship provides students an ideal mix of collaborative and experiential learning. It generally involves some or all the students in a regular course interacting with a team of professionals from the internship site to accomplish an assignment of major scope in the workplace. Group internship sites must offer the potential for internship objectives that match the course objectives since the internship is an integral part of the particular course's activities and credit earned. As an example, BBA/Management concentration students completed a group internship in conjunction with an upper division course in marketing; the assignment was development of a strategic marketing plan for a senior care community. Interns conducted a comprehensive demographic analysis and competition survey in order to craft the recommendations which they formally presented in a meeting with the company's chief executive. Another group internship associated with the Interface Design course of the AAS in Web Design program involved 20 students working in teams of 5 to create a web site for a local Chamber of Commerce; the teams made oral presentations regarding their respective designs. The assignment of uploading and maintaining the website for the selected design will offer additional internship opportunities.

The job internship is especially meaningful for working adults. It requires the individual intern to interrelate his/her current job, career goals for the future, and degree coursework; by analyzing and reflecting on current and previous work experience in the context of future goals and degree coursework, the intern develops deeper awareness of portable skills, the interplay between theory and practice, and the dynamics that affect one's effectiveness and advancement in the workplace. The job internship requires the student to keep a journal and analyze the entries on a weekly cycle to identify new learning related to concepts from coursework and to personal career goals. Seminars are facilitated by the faculty coordinator at mid-term and near the conclusion of the internship course where the cohort of interns individually report, discuss, and synthesize their analyses.

The College's Career Services/Placement Office is a vital resource in identifying and promoting the three types of internship opportunities among the employment community. Through the joint efforts of faculty and Career Services staff, the College estimates that during FY2001-2002 the number of students participating in internships will again double.

THE ILLINOIS COMMITMENT–PARTNERSHIPS, OPPORTUNITIES AND EXCELLENCE

ROBERT MORRIS COLLEGE
2000-2001 RESULTS REPORT
ADMINISTRATIVE BEST PRACTICE—Outreach to Underserved Groups

Robert Morris College has a long-standing and continuing commitment to promoting access to higher education for underserved populations:

- For more than a decade, the College has held the distinction of annually awarding more associate degrees (all disciplines combined) to minority graduates than any other private or public institution in Illinois.
- Since adding the baccalaureate level in 1992, RMC has also become one of the state's largest grantor of baccalaureate degrees in business to minorities; in 2000, it ranked 16th and 28th nationally among colleges/universities that are the largest grantors of bachelor's degrees in business administration to African-American and Hispanic students. *(Black Issues in Higher Education)*
- Non-caucasian students comprised 70% of the RMC student body, including 39% who are African-American and 25% who are Hispanic; virtually all RMC students are the first generation of their families to pursue a college education.
- The overall completion rate within five years for RMC students seeking a bachelor's, associate's, or professional diploma is 69%, a full 15% higher than reported in college/university data by the National Center for Education Statistics.

Such outcomes are the product of a system of initiatives that begin promoting diversity in higher education to underserved populations as early as elementary school. Awareness, self-efficacy, and academic achievement are the central objectives of various outreach activities that the College delivers through institutional funds supplemented by local, state, and federal support.

- Science & Technology Enrichment Program—A supplemental science curriculum for 4th graders that integrates technology and community resources to build self-efficacy, interest, and general achievement in the general sciences and technology.
- Reading Enrichment Program—Reading and writing improvement classes conducted in small group format for 5th, 6th, and 7th graders and complemented by cultural field trips.
- Mathematics Enrichment Program—Algebra instruction provided at elementary schools that do not offer it for 8th graders to prepare them for successful entry in a high school algebra track.
- Parent Education Program—A series of workshops to improve the quality of parents' involvement in their children's elementary school education; it addresses skills that encourage enthusiasm for learning (writing, math, technology) and non-academic (communication, conflict resolution, money management).
- Connections through Communications—RMC sponsors a variety of mass media communications (audio/video and print) that emphasize the importance of academic achievement and provide useful information to students and parents during the middle and high school years. Namely, these are "Make the Grade" (5th-6th grade), "Smart Start" (7th-8th grade), "What's Next" (9th-12th grade), and "College Parenting" (parents of high school students).
- Upward Bound and Talent Search Programs—Intervention services offered for middle and high school students to stimulate academic achievement through tutoring and mentoring, academic and personal development advisement, cultural awareness activities, career exploration and counseling, parental involvement, and introduction to college entrance processes including admissions and financial aid.
- College Excel—A dual enrollment prep for high school juniors and seniors that provides college-creditable coursework that is also applicable toward high school completion.
- College Prep—RMC's tuition-free "bridge" program available to potential students who would not otherwise qualify for admission.

Rockford Business College
IBHE Results Report

Executive Summary

For 139 years Rockford Business College has been meeting both the needs of the students and the needs of the Rockford business community. Providing quality graduates for the business community remains, as always, a top priority of Rockford Business College.

Providing quality educational opportunities is a result of RBC's commitment to both self-assessment and external assessments of its courses, programs and services to ensure that the Rockford business community will have a viable source of qualified and employable graduates.

Our on-going in-house committees continually work toward the improvement of student retention, customer service, and the further development of articulation agreements with other institutions of higher learning.

With computer training a part of every program offered at RBC, the Computer Department continues to assess the needs of the business community to bring the course content in line with the needs of the labor market.

The Legal Department continues to work toward receiving approval by the American Bar Association of our legal programs. The ABA has granted approval to only one other two-year school in the country and it is our intent that we will be the second. This means making changes in our curriculum and making extensive improvements to our law library. The Legal Department, in conjunction with the advisory committee, continues toward the achievement of this goal.

Our financial aid staff is dedicated to providing personalized, one-on-one service to our students and continues to pursue other resources, beyond the traditional federal financial aid, to make sure that qualified students are not denied access because of lack of funds. Through personalized entrance counseling, group presentations, and on-going assistance by the financial aid staff, RBC students are taught the importance of financial responsibility.

Rockford Business College
Best Practice

Improving The Transferability Of Credits

A major concern over the years for the two-year proprietary colleges has been the transferability of credits to other institutions of higher learning for those students wishing to pursue a bachelor's degree or other training programs. In the majority of cases publicly funded NCA colleges and universities will not accept credit from two-year proprietary schools accredited by ACICS.

Rockford Business College has had success with the transferability of our credits to such schools as Judson College, Cardinal Stritch University and Upper Iowa University on in informal basis. To further strengthen the assurance that our credits would transfer toward the completion of a bachelor's degree program, our Articulation and Dual Credit Committee began this past year to work with National-Louis University. As a result of the efforts of this Committee and an extensive review of our program offerings and courses, National-Louis University will be offering our graduates with an Associate Degree the opportunity to enroll in the Bachelor of Science in Management program allowing the student to complete their Bachelor Degree in approximately 14 to 16 months.

It is also the intent that National-Louis University will be teaching the classes required for the Bachelor's Degree program on-site at Rockford Business College making the courses accessible to our graduates.

Also, the Articulation and Dual Credit Committee is currently in the process of formalizing an articulation agreement with Upper Iowa University. Although Upper Iowa University has been accepting the credits of Rockford Business College students, they have asked that a formalized agreement be put in place so that all parties understand the exact nature of what will transfer, what will not transfer, and what will be expected of the students to complete a bachelor's degree with them. This agreement will broaden the availability of programs for bachelor degree completion as Upper Iowa University has more extensive program offerings in a broader field than does National-Louis University.

Roosevelt University
Results Report
2000-2001
Executive Summary

In academic year 2000-2001, Roosevelt University took significant steps towards achieving each of the six goals of *The Illinois Commitment: Partnerships, Opportunities and Excellence*. These goals were met through a variety of initiatives in academic programming, student services, outreach to the business and educational community, and through master planning for the development of both the Chicago and Schaumburg campuses.

Academic programming is Roosevelt's central purpose, and it is through the development of new programs and refinement of existing ones that Roosevelt achieves *Goal 1, Help Illinois Business and Industry Sustain Strong Economic Growth.* Since 1998, Roosevelt has committed significant resources to nine professionally oriented programs identified as areas of growth in job market studies. University Trustees have supported the programs, funding a $5 million campaign for program improvements. Academic programming also contributes to the attainment of *Goal 2, Joining Elementary and Secondary Education to Improve Teaching and Learning at All Levels.* Roosevelt's College of Education offers pre- and inservice education to Chicago and northwest suburban teachers and administrators. The other colleges make connections to the schools via school partnerships; our partnership with Jones Academic Magnet School is one example. Program delivery systems that make Roosevelt accessible to a diverse population contribute to the attainment of *Goal 4, Increase the Number and Diversity of Citizens Completing Training and Educational Programs.* Some examples are: courses delivered fully or partially online; courses delivered in Illinois correctional institutions; TRIO programs for first generation college students and on-site delivery of courses to corporate employees. Finally, high quality academic programming is at the heart of *Goal 5, Hold Students to Even Higher Expectations for Learning.* Through the development of programs stressing high academic standards, through the assessment process being implemented now and through staff training and development, an environment is established where the quality of education is Roosevelt's first priority.

Roosevelt's mission puts students first, and student services are designed to be responsive to students. The Career Services Office complements academic programs, helping to achieve *Goal 1,* by offering career counseling, job fairs and internships. The Advising Center is instrumental in helping students take appropriate courses, including remediation when necessary, thus retaining students (*Goal 4)* and making a Roosevelt education affordable *(Goal 3, Assure that No Illinois Citizen is Denied an Opportunity for a College Education Because of Financial Need).* The Financial Aid Office also works to meet *Goal 3.*

Outreach to the business and educational community, in the form of funded projects and delivery of academic programs, contributes to the achievement of *Goals 1 and 2.* The Chicago Educational Alliance, housed at Roosevelt, is the coordinator for a $31 million Gear-Up project. Now in its second year, Gear-Up works with the Chicago Public Schools to enhance the prospects for inner-city youth to obtain a college education. The university wide partnership with Jones Academic Magnet High School benefits Roosevelt faculty and students as much as it benefits their counterparts at Jones. Linkages with the business community, in support of academic programs such as risk management and insurance, real estate and tourism studies, are also mutually beneficial.

Roosevelt's master plans for the Chicago and Schaumburg campuses meet *Goal 5, and Goal 6, Continually Improve Productivity, Cost-Effectiveness and Accountability.* The master plans will result in improved facilities that are well designed to support and enhance academic programs.

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Results Report

Best Practice

Master planning for facilities development on both the Chicago and Schaumburg campuses has been a Roosevelt initiative since 1998, when planning began for the Chicago campus. A master plan for the Schaumburg campus was developed in the 2000-01 academic year. Although the two campuses differ in the nature and scope of their development, the processes used in planning were similar in their comprehensiveness and inclusivity.

The Chicago campus includes the Auditorium building, Roosevelt's signature facility on Michigan Avenue; the Center for Professional Advancement, at 18 S. Michigan Avenue; and the Herman Crown Center, 410 S. Wabash Avenue, the university's residence hall. By 2005 it is anticipated that additional student residences will be available in the University Center complex, to be constructed on Congress Parkway. The Auditorium, the landmark Louis Sullivan/Dankmar Adler building constructed in 1890, was one of the first multi-purpose buildings in the United States. The building incorporated a hotel and offices that formed a shell around the renowned Auditorium Theatre. Roosevelt purchased the building in 1947 and over the ensuing years, converted the building to a comprehensive university while restoring many of the public spaces to Sullivan's decorative designs. The Herman Crown Center, adjacent to the Auditorium building on Wabash Avenue, was built in the 1960s and comprises student residences, student service offices, a dining center and the Marvin Moss Recreational Center. The Center for Professional Advancement, located at 18 S. Michigan Avenue, is another Louis Sullivan building. Roosevelt leases five floors that were renovated in 2000 and since January 2001, house the Chicago offices of the Walter E. Heller College of Business, the Evelyn T. Stone University College, the Computer Science and Telecommunications program and the School of Communication.

The Chicago campus is a vertical one, located on a busy city street, whose only green space is a public park. Two of the buildings of this campus are landmarks, with impressive histories and many beautiful features, but older and less accommodating to technology and the requirements of a modern university. Master planning for the Chicago campus began in 1998, with planning for the Center for Professional Advancement. Housing the more professionally oriented, technology-driven programs of the university, the CPA includes 25 technologically equipped general classrooms, 7 computer classrooms and labs, 1 teleconferencing classroom and an electronic library. In 1999-00, the focus shifted to the Auditorium building and the Herman Crown Center. The College of Arts and Sciences, the College of Education and the Chicago College of Performing Arts are housed in the Auditorium building, along with the University Library and administrative offices. Planning for the Auditorium building and the Herman Crown Center is focused on creating more performing spaces for the Chicago College of Performing Arts, bringing together student service offices to make them more accessible to students, relocating and improving the library, upgrading classrooms and offices, making infrastructure repairs and continuing the restoration of Sullivan's interior decoration. Implementation of the plans began this summer, with classroom renovation and infrastructure work that was funded by the State of Illinois.

The Schaumburg campus is a 30 acre site with a 225,000 square foot facility that was originally the headquarters of Unocal Corporation. Its location, adjacent to corporations and retail establishments, is easily accessible and ideal for cultivating relationships with the surrounding community. The campus was purchased in 1996 and 175,000 square feet of the building were retrofitted as classrooms, laboratories, offices, lounges, a bookstore and a library. Since then, a child care center, an exercise room and additional offices and classrooms have been built. A dining center will be constructed this year. The Schaumburg campus is horizontal and sprawling, with most of the 225,000 square feet of the main building on a single floor and the rest of the

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campus largely devoted to parking. Although there are significant green spaces in atria and surrounding the facility, the campus is landlocked and can only expand upward without losing parking spaces that are essential for a suburban campus. A master plan was developed in academic year 2000-01 to envision the campus over the next five to ten years. The plan includes a second building, dedicated to computer science, a parking facility and expanded library. A residence hall and an auditorium are also considered in the plan.

Although the two campuses are very different, the master planning processes for both campuses were similar in being inclusive of the Roosevelt community, informed by data, responsive to academic and student needs and to the challenges each campus presents. The Booth-Hansen architectural firm consulted with the university on both. Committees composed of faculty, students and staff considered enrollment projections, needs assessments, engineering surveys, examined classrooms and laboratories, interviewed their peers and then set priorities for what was required in academic, student and public spaces on both campuses. Booth-Hansen translated these visions into plans that were scrutinized by the rest of the Roosevelt community, including the trustees. On the Chicago campus, implementation of the master plan has begun within a year after the plan was completed.

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Saint Francis Medical Center College of Nursing
Peoria, IL

2001 Illinois Board of Higher Education Results Report: The Illinois Commitment, Partnership, Opportunities, and Excellence

Executive Summary

Saint Francis Medical Center College of Nursing is a private, specialized institution, which historically has granted only a baccalaureate degree in nursing. In May 2001, the College received approval from the National League for Nursing Accrediting Commission (NLNAC) to begin a graduate nursing program. In June 2001, the College received approval from North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA) to grant a Master's of Science degree in nursing.

During 2000-2001, the College contributed to the following Illinois Commitment Goals:

(1) Economic growth by providing qualified nurses for the workforce
(2) Affordability by assuring that students achieve their academic objectives in a timely manner and exploring ways to provide financial assistance to students
(3) Access by helping registered nurses work toward a baccalaureate or master's degree without having to travel from their home community
(4) High expectation and quality by revising the College Systematic Evaluation Plan to reflect a strong emphasis on outcome measures and quality indicators
(5) Productivity and accountability by implementing a master's program and distance education with the allocation of existing human and physical resources.

Activities related to Goal two, teaching and learning were postponed. The College applied for a grant to fund the marketing and recruitment activities targeting elementary and high school teachers and students. Because the grant was not received, the College has to delay these activities for one year.

The College's priorities that will enhance the Illinois Commitment include: increasing: (a) the number of graduates for the workforce, (b) accessibility through distance education, and (c) affordability through flexible scheduling.

In summary, 2000-2001 has been a very productive year for the College of Nursing. The College is in the implementation phase for the master's program and for distance education. Because of effective recruitment strategies, there will be 80 new nurses in the pipeline for 2003, which will help with the shortage of nurses in the local area. The College will continue its strategies to increase the diversity of students and faculty. The College will write a grant for the implementation of the goal related to teaching and learning in elementary and high schools in 2002-2003.

INTRODUCTION

Saint Francis Medical Center College of Nursing is a private, specialized institution, which historically has granted only a baccalaureate degree in nursing. In May 2001 the College received approval from the National League for Nursing Accrediting Commission (NLNAC) to begin a graduate nursing program. In June 2001, the College received approval from North Central Association of Colleges and Schools Commission on Institutions of Higher Education (NCA) to grant a Master's of Science degree in nursing.

The Mission of the College is to provide nursing education programs at the undergraduate and graduate levels. The College serves the community by providing competent entry level and advanced practitioners responsive to the changing health needs of society and the health care system. In carrying out the Mission, the College contributes to the following goals of The Illinois Commitment: economic development, affordability, access and diversity, high expectation and quality, and productivity and accountability. More specifically, the College plans to: (1) assist with meeting the health care needs of Illinois citizens by providing qualified nurses for the workforce, (2) explore the development of class schedules to help students achieve their academic objectives in a timely manner, (3) provide accessible baccalaureate and master nursing education to nurses in underserved areas surrounding Peoria, (4) provide support for the development of assessment tools, benchmarking, and quality assurance processes, and (5) increase the ability of faculty to effectively use technology in teaching and learning. This report will highlight the College's current and future plans for the above five goals. The discussion of the current plans will include whether the 2001 goals were met.

GOAL 1 ECONOMIC DEVELOPMENT

Higher education will help Illinois business and industry sustain strong economic growth.

Saint Francis Medical Center College of Nursing contributes to this goal by adjusting the capacity of the nursing program to contribute to the supply of nurses in accordance with employment demand.

Current Action to Enhance Goal 1

- Responding to the shortage of nurses, the College increased the capacity of the nursing program from 60 to 80 new students annually. The College enrolled 54 new nursing students in Fall 2001, which is a 54 % increase from Fall 2000. The target enrollment increase for 2001-2002 was 10%. At a 95 % retention rate, the College expects to graduate 51 of these students in May 2003. The College plans to admit 30 students in January 2002: 28 students are expected to graduate in December 2003. The goal is to add to the workforce 80 graduate nurses who are qualified to become registered nurses. On an average, over 90% of the graduates remain in Peoria and seek employment at OSF Saint Francis Medical.

- Responding to the shortage of faculty for nursing programs and the need for nurses in managerial positions, the College admitted fifteen master's students in Fall 2001, with an expected graduation date of 2004.

Future Plan to Enhance Goal 1

The College plans to:

- Continue marketing and recruitment strategies to maintain enrollment in the baccalaureate and master's program and stimulate enrollment in distance education.

Methods to Demonstrate Progress Toward Goal 1

- 80 new students in the BSN program.
- 20 new students in the MSN program.
- Enroll students in one course online and have two existing courses in the redesign development process.
- Enroll 5-10 students in video conferencing courses.
- Enroll 10 students in the online course.

GOAL 2 TEACHING AND LEARNING

Higher education will join elementary and secondary education to improve teaching and learning.

Current Actions to Enhance Goal 2

The College applied for a grant to fund the marketing and recruitment activities targeting elementary and high school teachers and students. Because the grant was not received, the College has to delay these activities for one year.

Future Plan

The plan is to resubmit the Human Resource Service Administration Grant (HRSA) during 2001-2002. If the grant is received the activities related to fostering elementary and high school students' educational aspirations for health career are projected for 2002-2003 and will be reported in that year's Result Report. This report will not address the activities.

GOAL 3 AFFORDABILITY

No Illinois citizen will be denied an opportunity for a college education because of financial need.

The College will focus on developing schedules to assure that students achieve their academic objectives in a timely manner, as well as continuing to explore ways to provide financial assistance to students. With a mixture of students who work full-time and those who do not work, and faculty who teach in both the graduate and undergraduate program, the College is committed to exploring creative, flexible schedules for this complex situation.

Current Actions to Enhance Goal 3

The College:

- Conducts surveys to determine the students' preference for classes and prepare class schedules to meet the identified needs, whenever possible.
- Continues to explore external funding sources for scholarships for both programs. There was limited success during the last academic year due to limited personnel resources.
- Has increased the number of students receiving the Modified Educational Employment Program (MEEP), which pays for tuition and fees in return for the student's commitment to work upon graduation for OSF Medical Center. This has met the financial needs 52 students during 2000-2001. This is a 85% increase over 1999-2000.
- Continues to work with OSF Saint Francis Medical Center Foundation to gain donations and gifts to complement the revenue and offset the need to raise tuition. There was a 100% increase in donations over the last year.
- Continues to provide information in a timely manner to enhance student decision making and planning by disseminating a general financial information packet, including federal information, cost sheet, and programs in December and January for the coming academic year.
- Maintains a 95% retention rate and 88 % pass rate on the National Council Licensure Examination. This shows that students are completing the program in timely manner and are able to enter the workforce.

Future Actions to Enhance Goal 3

- Keep tuition at the current rate.
- Write a grant to provide financial assistance for graduate students.

- Prepare flexible class schedules based on identified student needs and preferences.

Methods to Demonstrate Progress

- Find at least one external funding source.
- Add at least one major donor.
- No increase in tuition.
- Have a 90% satisfaction rating for flexible class scheduling.

GOAL 4 ACCESS AND DIVERSITY

Illinois will increase the number and diversity of citizens completing training and education programs.

The College's major contribution in this area is making baccalaureate and master's education accessible for RNs. The plan is to help nurses continue their employment and family responsibilities while furthering their nursing education. This is being done through synchronous and asynchronous distance education and by implementing a master's program. The latter provides access for local RNs to continue their education without leaving their home community.

Current Actions to Enhance Goal 4
The College:

- Has received the appropriate approvals for distance education. Spring 2001, the College received North Central Association of Accreditation of Colleges and Schools (NCA) and the National League for Nursing Accrediting Commission (NLNAC) approvals to offer the advanced placement baccalaureate nursing options to registered nurses who want a Bachelor of Science in Nursing (BSN), but unable to do so because they are location bound. Offering the courses online and through video conferencing provides an avenue for career mobility for these nurses. Currently, the College has two distance education sites. The 2001 goal to enroll four to five students in the baccalaureate program via video conferencing was realized. The College is making plans to hire a part-time recruiter to assist with enrollment in the distance sites. Computer software and hardware were purchased to facilitate online classes. The installation and implementation of the infrastructure for online instruction are in progress. Distance education remains a top priority for the College for the baccalaureate and master's programs.

- Has received NCA and NLNAC approvals to offer a Master of Science in Nursing degree (MSN), beginning Fall 2001. The College met and exceeded the enrollment target of fourteen students. Seventeen students are enrolled in the MSN program. This program will provide health care agency nurse clinicians, administrators, and educators.

- Diversity is yet a goal of the College. The 5 % increase in diversity was not realized in 2000-2001.

Future Plans for Goal 4

- Market and recruit students for distance education targeting location bound students.

- Market and recruit students for the master's program.

- Work with high school counselors, colleges, and community agencies to recruit minority students, using the HRSA federal grant, if received.

Methods to Demonstrate Progress Toward Goal 4

- 25% increase in students enrolled video conferencing courses.

- 50% increase in new graduate students.

- A minimum of ten students enrolled in one online course.

- Contact one community agency, one elementary school, and one high school to establish informational sessions on health careers for all students, including minority students

GOAL 5 HIGH EXPECTATION AND QUALITY

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.

The College is committed to using assessment data to make decisions about program revisions, improvement, and maintenance. Currently, the systematic evaluation plan is being revised to reflect outcome measures and quality indicators. This may require the development of additional assessment tools and benchmarking. The College is also committed to increasing the ability of faculty to effectively use technology in teaching and learning.

Current Action to Enhance Goal 5
The College:

- Has several committees working on developing a systematic outcome assessment plan.
- Is converting the program evaluation plan to a quality indicator model.
- Provides group and individual faculty development sessions to assist faculty with synchronous and asynchronous instruction.
- Continues to review positive feedback of the preparation of graduates. The majority of the employers who were surveyed rated the new graduates attainment of nursing competencies as three or four, with four being the highest.
- Has established a faculty tutoring program to enhance student success on the National Council Licensure Examination (NCLEX).
- Has received the hardware and software for distance education courses.
- Has set a 50th percentile expected achievement level for all achievement tests used in the assessment plan.

Methods to Demonstrate Progress Toward Goal 5

- 50 % increase in the number of faculty using technology either as online courses or enhancement of traditionally taught courses.
- Completion of the revisions of the College Systematic Evaluation Plan

GOAL 6 PRODUCTIVITY AND ACCOUNTABILITY

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

The College continues to support new programs and improve quality through internal allocations of resources. The College implemented its plans to start a master's program and expand the sites for distance education.

Current Actions to Enhance the College

- Implementing the master's program as part-time with the acceptance of seventeen students.
- Scheduling classes in two distance education sites.
- Installing and testing the eCollege software for online courses.
- Installing and testing Web-Tool software for online registration and other administrative tasks.

- Providing individual and group instruction to faculty on course design and implementation for online courses.

Future Action to Enhance the Goal
The College plans to:

- Prepare one baccalaureate course for online delivery by Fall 2002.
- Offer all core master's courses on campus and one ready for online.

Methods to Demonstrate Progress

- Assess the distance education by tracking utilization and student learning.
- Assess faculty's satisfaction with the use of technology.

In summary, 2000-2001 has been a very productive year for the College of Nursing. The College is in the implementation phase for the master's program and for distance education. Because of effective recruitment strategies, there will be 80 new nurses in the pipeline for 2003, which will help with the shortage of nurses in the local area. The College will continue its strategies to increase the diversity of students and faculty. The College will focus on the goal of teaching and learning in elementary and high schools in 2002-2003.

Executive Summary

Saint Xavier University is pleased to report that we made demonstrated progress in the 2000-01 academic year toward achieving the six goals established by the Illinois Board of Higher Education and stated in the "Illinois Commitment." As the following executive summary illustrates, Saint Xavier has maintained and enhanced its 155-year-old tradition of serving the greater Chicago area and the state of Illinois through its innovative and responsive academic programs as well as through its commitment to making higher education accessible and affordable for all students, especially those of limited means.

Goal 1: Illinois will help Illinois businesses and industries sustain strong economic growth.
Saint Xavier fuels the state's economy by providing local businesses, schools, and hospitals with an increasing number of qualified graduates and by developing new and timely programs to meet market demands. With nearly 95% of our graduates living and working in Illinois, Saint Xavier serves as a source of human capital for the entire state. And with enrollment increasing dramatically, Saint Xavier is well-positioned to produce even more qualified professionals who will contribute to Illinois business.

Goal 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.
From the model Field-Based Master's Program to a variety of collaborative projects with the Chicago Public Schools, Saint Xavier's School of Education strives to implement best practices at all educational levels, to produce skilled and devoted teachers, and to bridge the gap between educational research and practice. Recent data from the State Board of Education show that nearly 3,000 Saint Xavier graduates are teaching in Illinois elementary, middle, and high schools.

Goal 3: No citizen will be denied an opportunity for a college education because of financial need.
Saint Xavier's primary mission continues to be the provision of quality educational programs for students from disadvantaged backgrounds, including many first generation students whose financial resources are often limited. This past year, 85% of undergraduate students qualified for need-based financial aid. The University heavily recruits first generation and minority students from the city of Chicago and offers an array of retention and support services to ensure student success.

Goal 4: Illinois will increase the number and diversity of citizens completing education programs.
Saint Xavier achieved the highest percentage of enrollment growth (13.6%) last year among Chicago-area universities and colleges and expects to sustain these remarkable enrollment levels in the year ahead, with total projected undergraduate and graduate enrollment reaching 5,150 by spring of 2002. With minority enrollment approaching 30%, the University places a high priority on recruiting and supporting minority students. *U.S. News & World Report* cited the University last year for its commitment to diversity.

Goal 5: Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and the assessment of learning.
Through the Office of Planning and Assessment, now in its second year of operation, Saint Xavier conducts a variety of assessment activities to evaluate the quality of academic and student life. Recent participation in a selective national conference will enable a team of faculty and administrators to create and implement new assessment activities in the year ahead.

Goal 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.
Saint Xavier continues to enjoy an improved balance sheet and an increase in net assets. Further implementation of new administrative software is streamlining internal processes and improving student registration and payment procedures. The University continues to reorganize office spaces and consolidate functions to enhance efficiencies.

Example of Best Practice in Academics:
Saint Xavier's Field-Based Master's Program in Education

A recent example of Saint Xavier's proven ability to develop academic programs that meet pressing state needs is the innovative Field-Based Master's Program (FBMP), which leads to the Master of Arts in Teaching and Leadership degree. A partnership between the University and SkyLight Training and Publishing, this program enables certified, employed teachers to increase instructional knowledge and transfer current research on instruction and staff development directly into their classrooms. The FBMP has achieved remarkable success and currently enrolls nearly 900 students throughout the greater Chicago region. More than 350 participants graduated from the program in the 2000-01 academic year.

While the FBMP requires the same number of semester hours and the same amount of student contact time as a conventional master's degree, it expands upon traditional programs by directly addressing the reasons for education's failure to transfer research into the classroom. The FBMP adds specific skills and strategies to help students transfer course content into their daily repertoires, thereby bridging the gap between what teachers know and learn about education and what they actually do. Site facilitators and Saint Xavier faculty observe teachers applying what they have learned in the classroom setting.

The FBMP also fosters ongoing collegial support. Each teacher is a member of a site-based cohort group that participates in a sequence of 15 courses. Students at each site are teachers from the same school, district, or geographical location and work in collaborative teams. These groups form a "critical mass" of teachers who have received similar training in effective teaching methods and who share a commitment to implementing these methods. Research shows that significant change occurs only when such groups exist within a school or district. This change includes: a) teachers who are better trained in content and methods that improve all components of student achievement; b) teachers who are comfortable with and skilled in helping one another and collaborating on essential school improvement practices; and c) an improved school climate and more collegiality among teachers in single schools and across the district.

In addition to the FBMP, the School of Education developed three new cohort Graduate Programs in Education this year: Master of Arts in Education: Reading; Master of Arts in Education: Administration and Supervision; and Elementary Education. Designed for individuals who wish to enter the field of education and hold a bachelor's degree in another discipline, these programs' offer a convenient location at Saint Xavier's South Campus, flexible scheduling to meet the needs of the full-time teacher or worker, sharing of background and expertise, flexible payment plans, and discounted tuition.

Saint Xavier's School of Education continues to be a leader in the design and implementation of cutting edge educational programs that improve teacher performance and enhance elementary and secondary education throughout Illinois. According to the State Board of Education, nearly 3,000 Saint Xavier graduates taught in the state's elementary, middle, and high schools in the 2000-01 year. With quality programs like the FBMP, Saint Xavier is poised to continue to produce skilled and devoted teachers and administrators who in turn will educate the future members of Illinois' workforce.

TRINITY CHRISTIAN COLLEGE

RESULTS REPORT 2001

(Submitted to the **Illinois Board of Higher Education**, August 2001)

EXECUTIVE SUMMARY

Trinity Christian College contributes to the attainment of the six goals of *The Illinois Commitment* by maintaining a firm vision of the future within the scope of its mission. Historically strong in business programs, Trinity serves the local community through small business consulting teams, programs in e-commerce and international business, and programs to serve non-traditional students.

Trinity serves the K-12 educational community with a strong teacher education program that includes a degree completion program for adults wishing to make a career change into teaching, a local teacher advisory board, cooperative programs for student teachers, and on-campus programs for local teachers. In addition are programs to serve local high school students through dual enrollment for the gifted and a summer bridge program for the academically challenged.

Trinity further serves the citizens of Illinois with a generous financial aid program based on need and talent. Cultural, racial, and religious diversity are part the college's mission, operationalized in an open and receptive campus that strives to bring all elements together in pursuit of a mission that recognizes no barriers to human interaction. This openness extends to the ethnically and religiously diverse city in which the college resides.

Trinity is intentional in the pursuit of excellence by implementing a program of continuous academic and attitudinal assessment. A vibrant honors program is evidence of commitment to excellence, demonstrated also in quality indicators that show evidence of high academic achievement as compared with national benchmarks.

Trinity continues to improve efficiency and productivity by seeking new programs to increase utilization of the campus through evening and summer programs and consortial programs with institutions throughout the Midwest. Trinity is engaged in long-range quality improvement through a conscious effort of planning and goal setting that permeates the campus, from the local department levels up to the president's administrative council and board of trustees.

TRINITY CHRISTIAN COLLEGE

RESULTS REPORT 2001

"BEST PRACTICES" of 2001

ACADEMIC: *First-Year Forum*

In 2001, Trinity Christian College initiated a First-Year Forum to help students transition academically and socially into college life. Each year staff members select a theme to explore how the mission and purposes of Trinity impact on how students encounter the world, and specifically the world of the academy represented by Trinity. New students meet in small groups with mentors, including a faculty member, staff person, and an upper level student. The goals of FYF include improved academic success and retention in college, as students at an early stage become aware of the expectations and opportunities open to them in their academic pursuits.

"BEST PRACTICES" of 2001

FINANCIAL: *Irrigation System*

The Trinity Christian College campus is located on a former golf course, which utilized water from a well on the property to irrigate greens and fairways. The pump house had fallen into disrepair, although it became something of a "landmark" on campus that either had to be dismantled or renovated. After checking the water capacity of the well, the administration decided to restore the pump and repair the pump house as a central icon for campus students and alumni. The water will be used to irrigate athletic fields, lawns, and flowerbeds on campus, resulting in anticipated savings of $5-6,000 per year in water costs.

University of St. Francis
The Illinois Commitment – Partnerships, Opportunities, and Excellence
2001 Results Report

Executive Summary

1. **Higher education will help Illinois business and industry sustain strong economic growth.**

   The university continues to meet growing needs in high demand technology careers, including graphic communications, computer science and technology management. In addition it has integrated technology more visibly into changing fields, utilizing such instructional approaches as more digitized approaches to the visual arts and expanded use of technology and applications throughout teacher preparation and nursing.

2. **Higher education will join elementary and secondary education to improve teaching and learning at all levels.**

   The university has created a new staff development academy as an extension of its College of Education to focus on continuing professional development as well as undergraduate and graduate preparation of teachers. As part of the academy, the College of Education has created new programs to work in partnership with regional school districts in the development of induction programs for first, second and third year teachers, site-based master programs to support new teacher needs, mentoring programs for veteran teachers as they work with preservice teachers in year-long practica and internships within professional development school models, and a systemic approach to staff development activities for school districts.

3. **No Illinois citizen will be denied an opportunity for a college education because of financial need.**

   The university continues its special outreach aid program for disadvantaged students, including a new "Franciscan Challenge Scholarship" available for individuals who are entering the teaching, nursing or social work fields. The university also began its affiliation with the Golden Apple Scholarship program that provides financial assistance for individuals who agree to teach in identified shortage areas, without reducing any other scholarship assistance for which they are eligible.

4. **Illinois will increase the number and diversity of citizens completing training and educational programs.**

The university enrollments reflect slightly increased minority populations, with special emphasis on the recruitment of minority teachers in its new plan for Minority Education Recruitment In Teaching. In addition, the institution is expanding its programmed approach to providing opportunities for degree completion opportunities for individuals in the workplace through growing on line, faculty delivered instructional models, and cohort approaches to degree completion.

5. **Illinois colleges and universities will hold students to even higher expectations for learning, and will be accountable for the quality of academic programs and the assessment of learning.**

A set of standards was developed to govern the institutional assessment process during the last academic year. The assessment system of each program was evaluated using the standards, and each standard was assigned an indicator of progress (Target, Emerging, or Needs Improvement). The institution uses the data generated by the rubric to systematically improve the assessment process in all programs. In addition, the social work and teacher certification programs both received maximum approval periods from their accrediting agencies.

6. **Illinois colleges and universities will continually improve productivity, cost effectiveness and accountability.**

The university has spent considerable effort in the development of a new Marketing and Enrollment Division that combines a number of departments within the institution to increase efficiency, savings, develop more effective negotiating and response rates, and collect and analyze more appropriate marketing initiatives. Marketing initiatives are being put in place to address the needs of students who do not live in the Joliet area, and as the institution increases its reach to increase enrollments, and. to serve its students better. This structure and the strategies employed will attempt to expand partnerships, articulations, image, customer service, and enrollments.

WHEATON COLLEGE

August 15, 2001

Executive Summary of IBHE Results Report

The Wheaton College mission as a private liberal arts college is "to help build the church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education." Our 2,300 undergraduate and 400 graduate students are enrolled in three undergraduate programs, three post graduate certificates, eight graduate programs leading to the Master of Arts degree, and one doctoral program in Clinical Psychology (PsyD). Formal approval has been received in Spring 2001 for the Doctor of Philosophy program in Biblical and Theological Studies to begin in Fall 2002.

Wheaton College has just completed a $140 million five year campaign called the *New Century Challenge* to fund five major initiatives: faculty enhancement, diversity, student life, library and technology. The overall $140 million goal was reached one year early with an end balance on June 30, 2001, of $157.9 million.

Our *teacher education* curriculum includes numerous opportunities for *interaction with area schools*: multicultural tutoring, teacher aid practicum, and a one on one tutoring program called "Partners for Success" for at-risk students. Education faculty conduct inservice education programs for teachers in area schools and serve on committees for the Illinois State Board of Education and the Teacher Certification Board.

A major component of the $140 million "New Century Challenge" fund raising campaign was to *raise endowment* funds to support scholarships. The December 31, 2000, the scholarship endowment balance was $78 million with over $62 million devoted to fund need-based and minority scholarships. For the 2000-01 academic year, $7.9 million was given to students for need and merit scholarships with another $0.5 million given out in revolving loans.

In addition to the effort above, the College continues to focus on *becoming a more diverse community*. A major effort was made last year to increase women and minority faculty with outstanding results. Of the 11 tenure track faculty hired for the 2000-01 academic year, 6 were women or minority. The number of *minority students* has increased by 3.5% in the last 10 years. In 1998, the Wheaton faculty voted to fund 6 minority full-tuition scholarships a year (up to 24) for highly qualified minority students.

Each year every academic department defines their *outcomes statement, conducts assessment*, and submits a *report* to the Provost. Outside measures of student learning such as GRE scores, Major Field Testing (ETS) and graduate school admission confirm that students at Wheaton College rank very high against their undergraduate peers at other colleges and universities. Recent successful accreditation reviews were held for the Education Department (IHBE and NCATE) and the Conservatory of Music (NASM).

Wheaton College monitors quality and effectiveness by a number of *internal and external studies and comparisons* to like colleges to determine if appropriate standards are being met. The yearly budget process is developed from revenue projections before expense requests are considered. Such measures have produced a balanced budget for the last 21 years. *Long range planning* is a continual work in progress with campus input to the Board of Trustees. The result of the *New Century Challenge* was a wide array of successful initiatives—many not of a financial nature—that have energized this institution. Work has begun on the next phase that will focus on the arts, the sciences and enhancement of faculty/faculty contact.

WHEATON COLLEGE

RESULTS REPORT on GOAL ATTAINMENT for 2001

In response to
The Illinois Commitment – Partnerships, Opportunities, and Excellence
August 15, 2001

Wheaton College Profile

The Wheaton College mission as a private liberal arts college is "to help build the church and improve society worldwide by promoting the development of whole and effective Christians through excellence in programs of Christian higher education." Wheaton College has stressed excellence in its educational programs from its founding in 1860. Only seven presidents have served during its 141 year history – a tribute to the vision and stability of their leadership.

In addition to a rigorous liberal arts program for approximately 2,300 undergraduates, Wheaton College has three post graduate certificate programs, eight graduate programs leading to a Master of Arts degree, and one Doctoral program in Clinical Psychology (PsyD). Formal approval was received in Spring 2001 for a Doctor of Philosophy program in Biblical and Theological Studies to begin in Fall 2002. Graduate students currently number about 400.

Wheaton is highly selective in undergraduate admissions and draws students with stellar academic credentials to fill each freshman class of approximately 570 students from every state and several foreign countries with only 18-20% from Illinois. The Fall 2000 freshman class included 51 National Merit Scholars, or 8.9% of the class. Our undergraduate program is in a traditional setting with only 18 part-time undergraduate students (of 2382 in Fall 2000) and over 90% living in college housing. Of students who have begun as freshman, 73.1% graduate in four years and 82.3% in six years (five year averages). Wheaton is consistently ranked 11th among private baccalaureate institutions whose graduates attain the doctoral degree.

The following begins our discussion of the contribution of Wheaton College to the six state-wide goals identified in ***The Illinois Commitment.***

I. Help Illinois Business and Industry Sustain Strong Economic Growth.

Wheaton College has a *$76 million annual budget* which affects the local community and the State of Illinois by providing salaries for the 615 full-time employees and for the purchase of goods and services for a campus of 2,700 students.

Wheaton College has just completed a $140 million five year campaign called the *New Century Challenge* to fund five major initiatives: faculty enhancement, diversity, student life, library and technology. The overall $140 million goal was reached one year early with an end balance on June 30, 2001, of $157.9 million. These initiatives will help the College improve our

effectiveness to student learning with new facilities, additional faculty, faculty training, library improvements and technology enhancements for campus housing, offices and classrooms.

Wheaton College is the largest employer in the City of Wheaton. While the College does not pay taxes, our employees and students purchase homes, rent apartments, and purchase goods and services in Wheaton and surrounding communities. The area benefits greatly as members of our campus community volunteer their time and energies in a multitude of activities including the fine arts, sports, local schools and churches. Since we are a residential campus, the community benefits from a number of international attractions brought to campus through the Artist Series, Ethics Center, concerts and workshops.

In Fall 2000, the College dedicated a $13 million Sports and Recreation Center. Current *major construction projects* on campus are a $2.2 million Wade Center and $1.4 million Harbor House Conference Center. Fundraising for a $20 million Student Center has just begun. All of these projects have helped Illinois businesses because most were contractors residing in the State of Illinois.

While less than 20% of our undergraduate students reside in Illinois, many seek part-time local *employment opportunities* while in school and full-time employment after graduation within the state. Wheaton's goal is to graduate students who have superior analytical and communication skills blended with high moral character--qualities highly sought by business, industry and the Church.

II. Joining Elementary and Secondary Education to Improve Teaching and Learning at All Levels.

The *teacher education program* at Wheaton College produces capable and well prepared primary and secondary teachers. Our education graduates are highly recruited by school districts within Illinois and many other states. Our *faculty* have developed and conducted inservice education programs for teachers in local schools and in Chicago at Cleveland School. Several faculty have served on committees for the Illinois State Board of Education in setting policy and standards for teacher certification. One faculty member is now serving on the Illinois State Teacher Certification Board.

Education students are required by the *teacher education curriculum* to tutor grade, middle or high school students at the school or in after school programs. The Multicultural Practicum course requires students to volunteer for 30 hours of tutoring with a minority student during after school or evening programs. Education students also volunteer 30 hours of local school assistance to meet the requirements of the Teacher Aid Practicum course. Such students work in the classroom of local schools to assist the teacher in any way.

The Education Department *sponsors a local program* called "Partners for Success". This 25 hour individualized program consists of the tutoring of 8 to 12 elementary or secondary at-risk students from grades 6 through 12 who have been suspended or are on the verge of being expelled because of gross misconduct. Each of these students is paired with a student mentor

from our education majors and supervised by a Wheaton faculty member. Through one on one tutoring and the other facets of the program, many students have become successful in the classroom and in life.

Distance Learning has a small presence at the Wheaton College at the graduate level. One graduate certificate program is available through on-line and correspondence courses. continue to Distance education courses will be added as our graduate programs dictate.

III. Assure That No Illinois Citizen is Denied and Opportunity for a College Education Because of Financial Need.

A major component of the $140 million "New Century Challenge" fund raising campaign was to *raise endowment* funds to support scholarships. The December 31, 2000, endowment balance was $78 million with over $62 million devoted to fund need-based and minority scholarships.

Our Financial Aid formula was changed to allow for larger awards for needy students. An "Institutional Methodology" has been used (vs. the federal formula) for the past three years and has been found to be a fairer way to evaluate a student's ability to pay for college. In addition, a higher percentage of student need is being met by the College through increased institutional funding: $7.9 million was given to students for need and merit scholarships for the 2000-01 academic year with another $0.5 million given out in revolving loans.

IV. Increase the Number and Diversity of Citizens Completing Training and Educational Programs.

In addition to the effort above, the College continues to focus on *becoming a more diverse community*. A major effort was made last year to increase women and minority faculty with outstanding results. Of the 11 tenure track faculty hired for the 2000-01 academic year, 6 were women or minority. Key components of the New Century Challenge was to fund initiatives for faculty enhancement and diversity totaling over $38 million with the greater share ($27.7 million) going to promote diversity in the form of endowment for student scholarships.

The number of *minority students* has increased by 3.5% in the last 10 years. In 1998, the Wheaton faculty voted to fund 6 minority full-tuition scholarships a year (up to 24) for highly qualified minority students. This scholarship has been a mixed blessing in that many highly qualified, but not chosen for the scholarship, have chosen not to enroll at Wheaton College. In the effort to attract more high quality minority students, the Admissions Office has restructured to include one full-time admissions counselor whose job is to recruit only minority applicants.

A recent partnership with the English Language Institute -China has developed into a unique *educational program in teaching English as a foreign language* in which MA students are brought to campus for four weeks each July for three years to take classes. They are subsequently placed by ELI in teaching assignments in China and Pacific rim countries as English teachers for the next academic year. Each February our faculty travel to Thailand to

teach a short course to these same students. We're pleased to report that there are 51 student participants who almost immediately put into practice what has been taught in the classroom. Such students have the opportunity to complete an MA degree at Wheaton College in just over two years with their tuition paid by an ELI donor.

V. *Hold the Students to Even Higher Expectations for Learning and Be Accountable for the Quality of Academic Programs and the Assessment of Learning.*

Before a student can be held accountable for learning, an institution of higher learning must be assured that what is being taught is in harmony with the mission of the College, is focused, relevant, and meets professional standards. *Assessment of student learning* is conducted at the department and college level. Each major department defines their outcomes statement, assessment done yearly and a report made to the Provost. Outside measures of student learning such as GRE scores, Major Field Testing (ETS) and graduate school admission confirm that students at Wheaton College rank very high against their undergraduate peers at other colleges and universities.

Two focused *accreditation reviews* have been recently completed: The education program underwent a thorough accreditation review by both NCATE and IBHE one year ago and was granted continued accreditation by both organizations with no defects and very few recommendations for improvement. The Conservatory of Music was informed last June that their program has received NASM accreditation renewal for all of its degree programs. In addition to accreditation reviews, each academic department undergoes a 10 year internal review on a rotating schedule. Wheaton College has been a member with continuous accreditation by the North Central Association of Colleges and Schools since 1916.

Faculty workshops this past year have featured teaching and pedagogy. In addition, "Project Teacher" sponsored a series of three half-day workshops in technology on Powerpoint, WebCT and Dreamweaver with 26 faculty representing all of the major college divisions participating. Since nearly one third of general purpose classrooms feature data projection, many more faculty are equipped to develop classroom tools to enhance their instruction by the use of technology. Group and individual instruction on the application of technology to the classroom is regularly scheduled throughout the year.

VI. *Continually Improve Productivity, Cost Effectiveness and Accountability*

Cost Effectiveness: Wheaton College gives continuous attention to the financial costs of running a full service college program and to keep student charges as low as possible. Keeping a Wheaton College education affordable to as many students as possible is a high priority as student costs are set—keeping with a Board of Trustee mandate that costs be controlled while providing the best education possible. The College is thankful for those alumni, donors and friends of Wheaton who contribute about 30% of the actual tuition per student cost each year.

Were this support not available, each student would pay several thousand dollars more in tuition for the College to offer all of its current programs.

Accountability: The College monitors quality and effectiveness by a number of *internal and external studies and comparisons* to like colleges to determine if appropriate standards are being met. The yearly budget process is developed from revenue projections before expense requests are considered. Such measures have produced a balanced budget for the last 21 years. Institutional cost comparisons, focused academic and non-academic departmental reviews, and rigorous second and fifth year reviews for tenure track faculty and post tenure review for tenured faculty, give opportunity to determine the effectiveness of instruction at Wheaton College.

Technology: The entire campus is now *networked* with high speed Ethernet conductivity. Resnet (as it is called) costs are now included as part of the room charges with each student living space having personal access to the campus intranet and the internet. All students have access to computer labs at various locations around campus.

Faculty are provided with a laptop or desktop computer on a three year replacement basis. 18 *classrooms* are now equipped with data projection, with 15 connected to the campus intranet. Media Resources provides additional technical resources through campus cable, intranet or portable equipment for instruction in other classrooms.

Productivity: *Web products* have been purchased and are in various states of implementation for student (registration and records), faculty, employee and most recently the bookstore. It is expected that these products will increase departmental effectiveness and information availability to students, faculty and staff. Once these products are up and running, labor savings should result. We have found that the implementation of the BANNER integrated campus software has come with a long learning curve.

Long range planning is a continual work in progress with campus input to the Board of Trustees. Financial initiatives such as the "Campaign for Wheaton" have been highly successful in bringing together board members, staff at all levels, faculty, students, alumni, corporate and individual friends of the College in seeing a vision for Wheaton College. The result was a wide array of initiatives—many not of a financial nature—that have energized this institution. Work has begun on the next phase that will focus on the arts, the sciences and enhancement of faculty/faculty contact.

Wheaton College is a distinctive dynamic Christian community where excellence in scholarship is blended with faith and character development in the classroom and every facet of residential campus activities.

Academic Records and Services
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